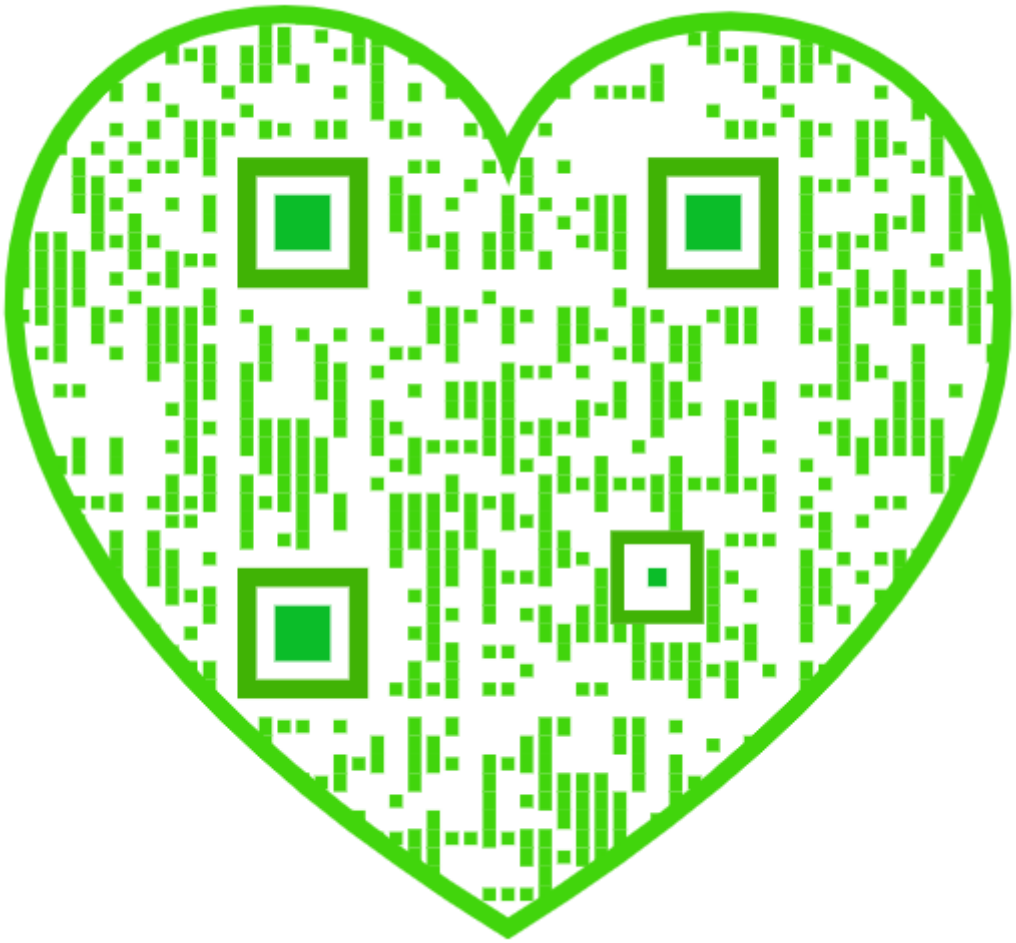

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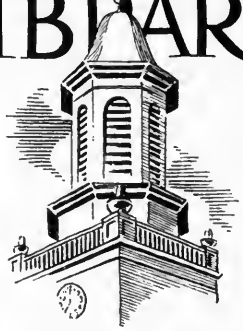

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RECREATION

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Jacksonville, Illinois
APR 1 3 1948

Playground Issue

April 1948
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DON'T FORGET: National Music Week, May 2 to 8. Sponsored by the National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10, New York. Write for information, display materials, pamphlets and lists.

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Recreation

April 1948

Six in One

Six Important Parts of Jackie D's World

"Here me is," states Jackie D., aged four, just starting kindergarten, as he stands before us, alert on tiptoe to face life, his pockets bulging with his toy gun, little auto, his various treasured possessions. Jackie D. is joyous, responsive, very human. "Here me is"—here he is, and what are the parts of his world that are most important to him as he stands on the threshold of his universe?

Religion. I place religion first for Jackie—the inner attitude toward the universe. Is the universe to be trusted? How far? What shall be Jackie's attitude toward the people about him? What shall be Jackie's attitude toward a Power greater than himself that makes for brotherhood, for one world, for walking humbly?

In a long life Jackie D.'s inner attitude toward the universe of which he is a part will make a big difference.

A Second Part—Labor. A second important part of his world for Jackie D. is labor. There is food to be raised; there is clothing to be made; there are houses to be built, bridges to be constructed. Jackie D. through the years will be content only as he finds that he shares in the work of the universe, that he does his part. What principles prevail in this world of work will be of the greatest importance to Jackie throughout his life. He will desire special skill to use his native gifts well and happily.

A Third Part—Recreation, Leisure, Just Living. At the present time, at the age of four, a large part of Jackie D.'s activity falls in the field of play. He puts on his own little dramas to show more clearly to himself what it is his father and mother and others are doing. Before many years he will be absorbed in baseball, in basketball. Perhaps he will spend every hour he can spare on the violin. He will want to swim, to skate. Always for a person built as Jackie is there will be a thousand and one things he will want to do, and the days will be all too short. Through recreation he tries himself out, develops his powers, learns to live, really does live. In recreation he finds joyous comradeship with others. Not only music, drama, nature, arts, crafts, literature and sports, but even service to other people, may come in for him as recreation. The recreation part

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of Jackie D.'s world is central; it has relation to all the other parts.

A Fourth Part—Education. For centuries leaders have been studying how our schools can best help Jackie D., not only in his years in school but also throughout all his life. How can the experience of the past, of the present—all experience—help Jackie D. to obtain maximum growth? Rightly have we given much attention to the world of education.

All the accumlated skills, all the riches of civilization from the ages, all that men have thought, all that men have done, all that men have shown themselves to be belongs to Jackie D. insofar as he can help himself and be helped to see what has value for him, how much he can well use in his own life.

As in the case of the other parts of Jackie D.'s world, education cannot be separated from the other parts but must be related to them all.

A Fifth Part—Health. The world of health is of first importance to Jackie—mental health, physical health, spiritual health, positive outgoing health of the whole person. Rightly health has attracted very large financial aid and the very best of wise leadership. It has been the field of great human victories. Proportionately, tremendous progress has been made in the development of health knowledge in preparing for Jackie.

A Sixth Part—Government. Gradually over the thousands of years, in the tribe, in the region, in the larger areas and now over nearly all the earth's surface men are united for a degree of government. Much of Jackie D.'s future depends upon how far the various problems can be worked out in peaceful ways through organized government. Are the best years of Jackie D.'s life to be spent in world wars? How can all men learn to live and work together under government? Government is a main division for Jackie D.

"Here me is," says Jackie, and as we look at him standing, bursting with energy, he faces at least six parts of his world that are important to him, and all these parts closely interrelated—religion, labor, recreation, education, health, government.

Near Jackie's home is the Great South Bay. Soon he will go out to sail a boat on it. As he sees the sunset, the sunrise, the sweep of sky, he will bow in reverence (one element in religion). He will acquire skills that can help in providing fish and clams for his family (labor). Under the guidance of his father he will learn of waves, of winds, of currents (acquiring experience, which is education). Sunlight, fresh air, exercise will help make him strong (health). He will learn there are ordinances and laws that are laid down regarding sailing, clamming. (He becomes conscious of government.) But it is only the one same Jackie that faces all these worlds. Jackie goes out on the Bay just to have fun, but later he will see that all these parts to his world are one universe, and he is one person and that all are of first importance to him.

Five of these parts to Jackie D.'s world are not likely to be neglected. Of the parts that are so important to Jackie the one that has had least attention, the least thought spent upon it, is recreation, the world of leisure and play. The force of recreation, of play, of leisure activity is one of the greatest forces at large in the world today. In potential power it is like unto steam, electricity, atomic energy. What it would mean if through the generations and the centuries all the wise men who see the importance of leisure and recreation and are willing to devote themselves to this particular part of the world were freed to do so—all the Aristotles, the Froebels, the Joseph Lees, the John H. Finleys, the L. P. Jackses.

The Jackie D.s of this generation and of many generations to come stand before us—"Here we are. What will you do for us? What will you do for us in the home, in the church, in the school, in the neighborhood, in the city?"

Under modern city conditions recreation, abundant living, has a first importance for all the Jackie D.s now living and those to come. It is central and can be neglected only at our peril.

HOWARD BRAUCHER.

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To Recreation:

"I have been impressed with the fine setup of the Recreation magazine in recent issues."

Lynn Rohrbough
Cooperative Recreation Service
Delaware, Ohio

"Incidentally, I would like to say that Recreation magazine has been very much improved in recent months and have heard similar comments from people I have spoken with in the field."

Sidney G. Lutzin
Assistant Recreation Program Supervisor, New York State Youth Commission, Albany, New York

"May I congratulate the National Recreation Association on the composition and content of the January issue of Recreation."

Garrett G. Eppley
Chairman, Department of Recreation,
Indiana University,
Bloomington, Indiana

"Congratulations on February number—newsy—thoughtful—charming."

Otto T. Mallery
Philadelphia, Pennsylvania

"The February, 1948 issue of Recreation is 'Super' in many respects. I enjoyed especially 'Play As You Go,' 'Lighting Up the Ordinary Hours of the Day with Recreation,' and 'It's Time for Recreation."

Minnie Sellers
Superintendent of Recreation
Tuscaloosa, Alabama

To Our Readers:

Because of the interest shown in the last few issues of Recreation, we—as new staff—gratefully take this opportunity to thank the friends of the magazine for their good wishes and comments which have been so helpful during these first months. It is most encouraging to know that we are moving in the right direction.

In this day of almost complete mechanization, all who have given serious thought to the recent and rapid advance of science know that leisure time hours are on the increase and will continue to be—if we are wise enough to succeed in maintaining the peace. This means, of course, that the golden age of recreation is at hand, and that there is much—very much—to be done. Increasingly, people will need guidance in knowing how to enrich their living through the intelligent and satisfying use of newly acquired time. The challenge to recreation leaders is unmistakable.

In light of the above, the staff of Recreation—the magazine of the recreation movement in this country—will strive to be even more alert to rising needs and thus continue to be of real service to recreation leaders, to communities and to individuals, by giving practical help in the form of current thinking, information, new program ideas and methods of work in this field. In addition, we will work toward building a book of ever increasing interest to the general public, as well as to the recreation workers whom it serves, so that it may interpret recreation to those who are still unclear as to its importance in the scheme of things.

Dorothy Donaldson
Managing Editor, Recreation

Our Summer Program in Movies

Harold Hainfeld

Movie Making Can Play Important Part in Public Relations

APPROXIMATELY one thousand residents of Tenafly gathered in the rear of the MacKay School on Wednesday evening, August twentieth, to see a project of their Recreation Commission—the first outdoor showing of the movies of the summer recreation program. Early in June, the commission had appropriated sixty dollars to purchase moving picture film to record summer recreation activities. A 16 mm. moving picture camera was lent to the playground director by his father, an enthusiastic amateur movie maker. With the help of a commission member, who secured 800 feet of 16 mm. colored film at wholesale price and donated another two hundred feet of black and white film, the project was ready to start.

On July fourth the Recreation Commission collaborated with the police department in sponsoring a full day and evening recreation program, and the new project was launched. Three hundred and fifty feet of film were taken of a variety of activities—sack races, a bubble gum contest, sailboat races and the track meet. Highlights of the film were pictures of the members of the local police passing out the ice cream and soda which they had donated to the children, and scenes of the children enjoying free pony rides.

Taking movies of the night fireworks presented a difficult problem for it was impossible to get a light meter reading of the bursting sky rockets and flares. The camera was set at *f*3.5, the largest opening, and shot at slow speed of twelve frames a second, using the faster indoor colored film. To everyone's surprise, when the film returned from the processing laboratory, an excellent colored movie of the night fireworks was ready to be spliced into the rest of the film.

The children took a great interest in the movie making project throughout the summer. Titles for some of the activities were made in the arts and crafts classes. Other photographs of the children's program included shots of the softball games, the children on a lollypop hunt, the craft classes in action and the craft exhibit, watermelon and costume parties and the doll and pet shows.

Black and white film was used to photograph the twilight softball league, it being so difficult to get good colored pictures after sundown. This type of film also was used to take movies of the softball dinner at the close of the season. Black and white film can be processed in two or three days, thus making it possible to have the movies of the dinner for the Wednesday evening showing just a few days later.

At the end of the season, football bleachers were erected in the rear of the school for the big outdoor showing of the playground movies. The electrical power for the projector was obtained from an outlet in the school, and as the films are silent, the police department furnished its emergency truck with a loud speaker to describe the activities to the audience.

The Tenafly Recreation Commission now has a thousand feet of movies of the summer program, a thirty-five minute show. Plans call for the film to be shown to the Parent Teachers Association, the Women's Club and civic organizations as part of the public relations program.

We have found that movie making adds another interesting activity to summer playground activity. The children greatly enjoy acting for the movies; but, of equal importance, is the stimulation of community interest in the recreation program—adults and taxpayers and civic leaders willingly turn out to see their children and friends perform.

The queen reigns over the entire community circus.

The boys and girls learn tumbling and trapeze.

Hey Skinnay!

The Circus is Coming To Town

Glenn Wilcox

"HEY! LOOK, SKINNAY! The circus is coming. Clowns, acrobats, trapeze performers, horses, all kinds of freaks an' everything."

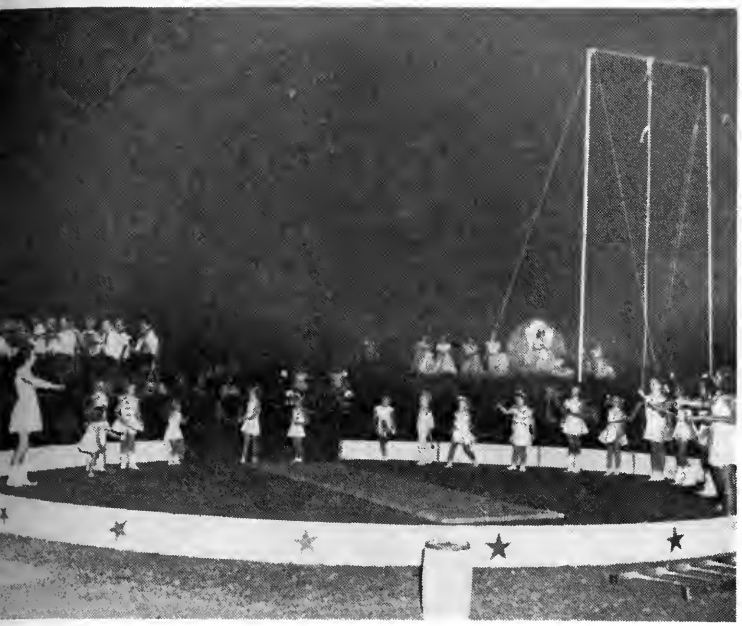
Three sawdust rings packed full of action and a sparkling array of amateur talent delighted the eyes of 15,000 citizens of Fort Worth, Texas, last August. The world's second largest community circus was being staged by the Fort Worth Public Recreation Department at LaGrave baseball field, and it was a thrilling local event. Boy and girl performers came from playgrounds in every section of the city to take an exciting part in good old time circus pageantry.

More than 1,200 people and 100 horses participated in the galaxy of talent presented. Over 500 actual performers went through their turns with the greatest of ease.

The most amazing part of this amateur playground circus is that there are no dress rehearsals, all of the acts being rehearsed individually. The forty-four piece professional band is made up of top musicians of the city and is led by a man who has directed big time vaudeville and circus acts. He is more than adept at putting the musicians through their paces.

The band is notified of the circus acts two weeks before the performance and music cues are worked out according to the action in each. Although members of the band don't actually see the circus until the night of the show, all of the performers complete their routines on time and the band never misses a cue. The general audience doesn't know this, but it's quite thrilling to see the acts work out beautifully under this system. This has been going on for eighteen years, and the circus has always finished the performance without a bobble. It requires two hours and six minutes for presentation from the time the mile and a half grand entry makes it trek around the big hippodrome track to the finish of the sixty circus acts.

The show is opened with the playing of the National Anthem, a welcoming address by the mayor, and the crowning of the circus queen by the president of the recreation board. The queen is previously selected at the senior health and beauty



Most major acts are from special recreation classes.

This affair has the professional atmosphere.

revue which is staged at one of the municipal pools. She has been judged for her posture, beauty and personality; and she reigns over the entire circus after being crowned.

Most of the major acts are from the special activities classes in the recreation building. In these classes, boys and girls learn tumbling, trapeze, teeter board, tramopline, springboard, hand balancing, wire walking, baton twirling, acrobatics and many other activities which become a part of the main circus acts. Each year several guest artists are featured, some of whom have been professionals at one time, and who are glad to help out in a fine community enterprise. This gives a real flavor to the Big Top atmosphere. Everyone in town—from baker to candlestick maker—seems to have a part in the undertaking.

The grand entry, which is a mile and a half long and brings together boys and girls from the city playgrounds, has a theme. Miracle Days was the one chosen last year. There are seven sections in the big parade. Playground directors are assigned specific sections in the grand entry, their duty being to see that various sections are ready to start when the whistle blows. Directors also are given the very important job of seeing that performers of the acts, to which they are assigned, are ready to take their places in the action rings and on the stages on the minute designated. All the acts, which are timed, are given a one minute warning whistle before their routine is finished, and when the final whistle sounds, all acts finish at the same time and all take their courtesy bows as the band sounds a final chord. This system works like a charm, and is one of the chief reasons why our circus has made a good record as the second largest community circus in the world.

All of the clowns, who are high school boys, learn to make up like the real professional clowns. Everyone has his own facial design and no one copies it. That is one of the laws of the Big Top fun makers, and it guarantees a variety of original designs. There are fifty clowns. Last year, for the first time, seven girl clowns from the playgrounds were added to clown alley. An effective feature clown-act is one in which thirty to thirty-five clowns come out of a Buick coupe single file. This is one trick of which everybody would love to know the secret—how all of them can get into such a small space. To top it off, this year all thirty-five clowns, a goat, two ducks and one pet skunk (deodorized) came out. This act received a big laugh, especially when all the clowns took off in all directions—and then the skunk emerged. There are many other laugh producers, and the clowns really put everything they have into them to tickle the response of admirers of this enterprise.

One of the highlights of the circus occurs when twenty-five tumbling teams go through different routines at the same time in the rings and stages and big hippodrome track. It is quite a sight to see that many boys and girls from elementary teams presenting routines of months and months of training. And to top it all, after these elementary groups finish, five of the top tumbling teams of the nation take the spotlight. For the first time this year, five young people, who won their laurels in the National Gymnastic Meet held in Dallas, Texas, in the spring, gave the audience a thrill they never will forget. Most of the tricks known

in the gymnastic world were unfolded in front of their very eyes. These five young people are representing the United States in the London Olympics this spring, and are a real credit to the southwest. At the same time that this spectacular exhibition was going on in the center ring, four young men, who have just returned from the European campaigns, gave a demonstration of balance, timing and action on the teeter boards. Tricks such as three man high to the shoulder, double somersaults from board to board to shoulder catch, and many thrill getters of the teeter board variety, held the audience spellbound.

These boys started as little fellows, and grew up in the recreation department's activity classes. When the war started, all of them were of age and joined the services. While they were overseas, however, they never lost their interest in gymnastics. Every week or so I would hear from one of them saying, "Save the teeter boards for us." All but one came home. In memory of the missing boy, his buddies now stand in a moment of silence before each workout. This gives you an idea of the faithfulness and caliber of these youngsters. Young people as fine as these make our community circus a success.

Climaxing the big three ring performance is the patriotic finale — all 100 horsemen carrying the flags of the Allied nations make a mammoth semicircle around the track. Texas and American flags take their place in opposite rings, and Uncle Sam appears on a large decorated float which carries a revolving world and Miss America holding three streamers with letters of silver saying Faith, Peace and Prosperity. Just as the float reaches the center of the field, Uncle Sam takes the streamers, pulls a cord and releases three white doves which soar from a disguised cage into the air. The band goes into "God Bless America" and the audience leaves in a glow of enthusiasm and good fellowship.

As we say in the circus, the show is stupendous, gigantic, colossal and *it's free!*

IN THE NEWS

Proposed Merger

AT A JOINT meeting of their Executive Committees, the American Recreation Society and the American Institute of Park Executives voted to recommend to their memberships the amalgamation of the two societies into one organization to be known as the American Park and Recreation Society. This proposed merger will be brought before the memberships of the two organizations at their annual meetings this fall.

New Bill

A BILL HAS BEEN introduced into the House of Representatives, HR 5723, for the creation of Federal Recreation Services. This bill is the one approved by the American Recreation Society, and although it is not exactly the same as S 1229, which the Society had also endorsed and is promoting, it provides for substantially the same services.

Birthday

THE NATIONAL RECREATION Association celebrates its 42nd birthday! On April 12, 1906, a small group of people met with President Theodore Roosevelt in the White House, and became the Playground Association of America.

The American Home

IN TIMES SUCH as these, when the family unit is more essential than ever before to the democratic way of life, there is urgent need for action which will strengthen and protect the American home. Thus, the President of the United States has invited the National Conference on Family Life to meet in the White House May 6-8, 1948 to compile relevant information and knowledge which may guide agencies and organizations, public and private, towards a more integrated program for the promotion of the best values in American life. Prominent leaders from many fields, including pediatrics, education, mental hygiene, public health, economics, social service and religion, are working to make this meeting "the first great national step to help strengthen family life in this country."

Seattle Bond Issue

ON MARCH 10, Ben Evans, Director of Recreation, Department of Parks, Seattle, Washington, reported approval of a local bond issue for $2,500,000 for extensions, improvements and betterments of Seattle's park and playground facilities. The issue carried by a vote of 83,751 to 18,121.

Little Historical Journeys

A Summer Day Camp Activity

Herbert B. Mulford

RESOURCEFUL COMMUNITY recreation leaders, who make use of interesting local history by combining little historical journeys with summer day camp opportunities, materially increase their worth in service. They develop a budding sense of American history in their young charges; they add immensely to the popularity of their project with the children and parents; they greatly vary camp routine, and they add to the possibilities for favorable publicity in public relations programs.

Details of such projects may differ considerably, according to the historical imagination and interest of the recreation leaders and, to some extent, to the richness of the immediate historical background of the community or the location of the camps. But, by and large, almost any community in the whole country has enough background to make it almost axiomatic that success will crown a little effort. The experiences of leaders and children in such a project carried out in the suburban village of Wilmette, Illinois, should be typical enough to serve as a practical case study from which others, not heretofore using such methods, could profit.

This village lies about fifteen miles north of Chicago on the storied shores of Lake Michigan, with a back country of the Chicago and Des Plaines Rivers whose early histories are tied in with that of the great metropolis. Across this terrain, 275 years ago, came the early French explorers and missionaries to add lands to the Kingdom of France—and to save Indian souls. Therefore, local history of the territory along the rivers and the shores of the lake carries the names of Marquette, Nicollet, Joliet, Alloues, Pinet, La Salle, Tonti and others who were the forerunners of the great western migration. Tales are told of this country—some being pretty "tall" ones.

The name of the village of Wilmette is the Anglacized form of that of its first white settler, Antoine Ouilmette, who also had the reputation of being the first white settler in Chicago when it was a straggling settlement around Fort Dearborn, of tragic historic fame. Ouilmette was a typical French Canadian voyageur and "squaw man," marrying Archange, a Pottamatami Indian half-breed woman to whom the United States government gave 1280 acres of land. This fronted on Lake Michigan, making up the greater part of the first platting of Wilmette, as well as part of its southern neighboring city of Evanston. The line of the lake shore made its waters dangerous, which fact called for the building of a famous lighthouse on the edge of the Ouilmette Reservation in later years. Historic trails, from one early fort to another along high ridges left by the receding lake line, became prominent roads and streets. The early settlers who bought Indian lands for speculation left many interesting stories. The Indians left the "trail trees." Old documents and letters uncovered adventures of pioneers on their way to California in the great gold rush. At every minor epoch in the life of the village, there was something redolent of American life which could be shown or told to children and be sure of exciting their interest.

The year before last was an unusually happy one for an historical journey project hereabouts, for Wilmette had been incorporated only seventy-five years earlier, and the village civic leaders organized a formal and official celebration of the event. This brought on community activities

which involved local history. The schools, both public and parochial, held pageants—both within the schools and in a lovely sylvan amphitheater facing the lake. Memorial Day exercises took on an historical aspect. The library prepared "The Story of Wilmette in Books and Documents" for the guidance of residents who wished to read on the subject. This was distributed, on numerous occasions, when the library held exhibits of historical objects. The village held a formal "municipal party," and later, a whole week of jubilation was marked by "open house" for all municipal institutions.

Against this background, and based on the library's historical pamphlet, the village recreation and playground board fostered the combined historical journeys and the day camp. On the edge of the village, and skirting the whole city of Chicago, is the famous Cook County Forest Preserve, rich in legend and a refuge for wildlife. The day camp was organized in a nearby woods of the preserve. Indeed, it had been operating previously. This camp runs for five weeks in the summer. Children gather at several of the numerous local playgrounds about nine o'clock. Chartered buses collect them by nine-thirty and usually take them directly to the day camp. Here the normal routine is hiking, lunch—supplied by the recreation authority, a story hour and then the return to neighborhood playgrounds for dismissal before two-thirty in the afternoon.

Last year the routine was modified once a week for the special tours. Names and slogans greatly appeal to the children. Two years ago, they adopted the names of various Indian tribes for their smaller groups. Last year, they used the name "The Pioneer." The trips to historical river courses and portages, old pioneer cabins and numerous lake shore scenes were called little journeys of the "Wilmette Pioneers."

Wilmette lies in a very favored general area; residents can afford many privileges for their children, particularly summer camps, colleges and universities. Thus, possibly, the percentage of the population using the day camp is not so high as might be expected elsewhere. Last year, the enrollment was about 160 at a season fee of twenty dollars per child, with a liberal inclusion of children whose parents could afford no fee. The day camp activities in no way interfere with the usual routine at the various village playgrounds. Both playgrounds and day camp journey activities have full supervison, direction and counsellor assistance. Average groups under counsellors run usually less than twenty-five children, separated into groups by sex and age levels.

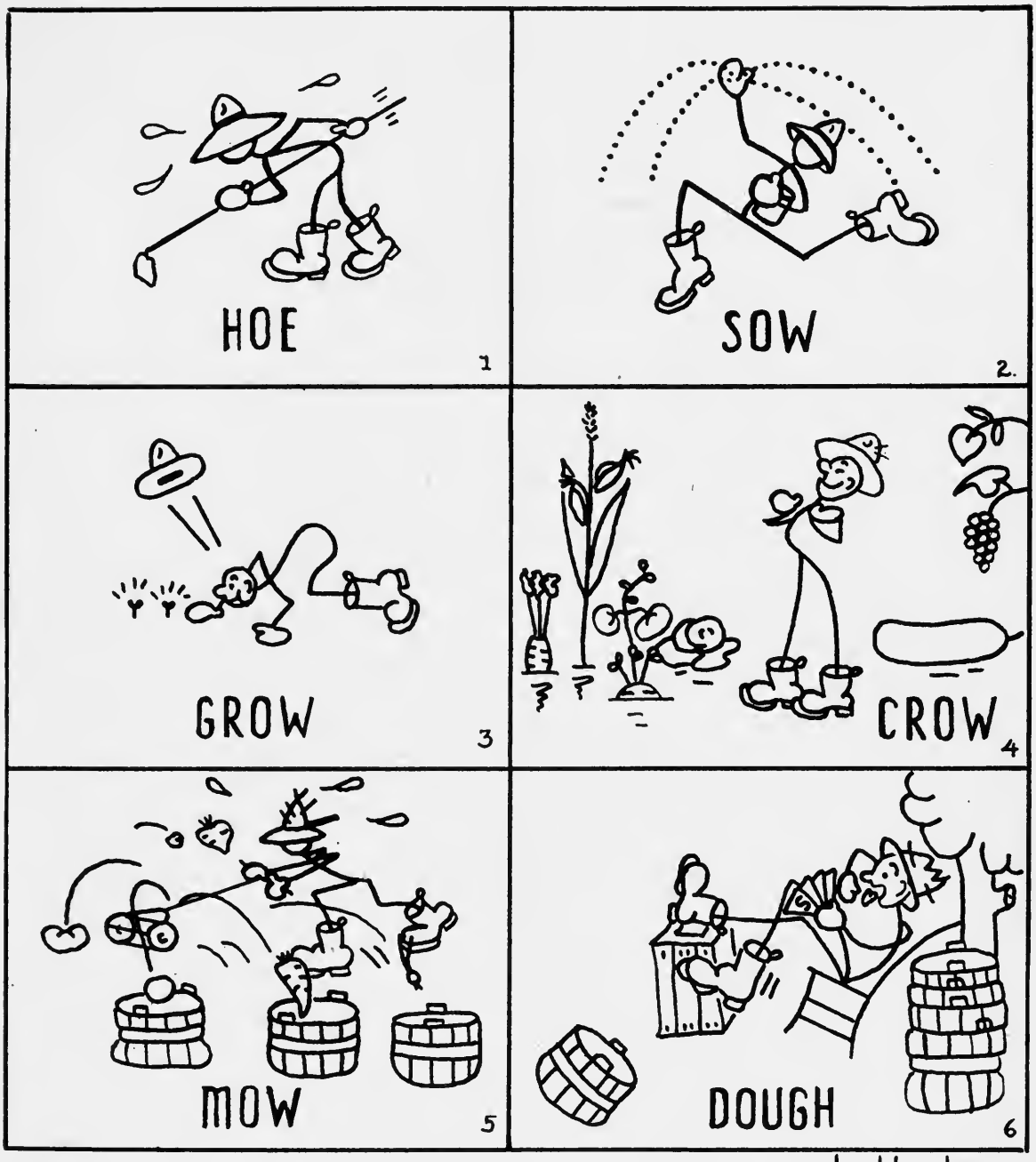
One variation of the routine deserves special attention. The children wanted to know how it felt to be out at night as experienced by the early pioneers who had no houses. One of the citizens of the village owns a large farm with magnificent groves of trees within a few miles of the community. This is in the "portage" territory of the rivers and makes an ideal place for an overnight camp. Here, divided into separate groups of boys and girls for different nights, the children were given probably their first taste of real campfire activity. They gathered together about four p. m., were taken to the farm grove where they made camp, built their fire, had supper, a story hour and then turned in until it was again time for breakfast and breaking the camp.

The Wilmette Recreation and Playground Board is a tax-supported municipal device organized more than twenty years ago. Its superintendent, Howard Copp, has general supervision of physical education in the local public schools and on the numerous playgrounds. The board, although formally appointed by the village council, comes with recommendations from the school, park and village boards. Its activities have considerably increased since its inception. Its work is not limited to childhood activities, however, for it plays a considerable part in those for adults. Its specialized functions differ rather sharply from those in many communities—Wilmette park authority does not directly supervise physical recreation save in operating a fine bathing beach. Primarily, the park board merely acquires property and attends to its physical operation. It was to bridge the obvious gap in directed recreation, which often is merged with park duties in other communities, that citizens formed the recreation authority.

Federal Admissions Taxes

THE NATIONAL RECREATION Association has recently checked on the progress of HR 3866, repealing the federal admissions taxes on the use of recreation facilities or admissions to recreation activities of federal, state and local governments. The bill has been referred to the House Ways and Means Committee, and we have been advised that it is important for all individuals and agencies interested in the repeal of these taxes to express their interest directly to the Representatives from their own districts, rather than writing to the Ways and Means Committee of the House.

GARDEN



Spring fever symptoms sometimes lead to violent action . . . . . .

Public Recreation As I See It Today

Robert L. Horney

IN THE LIGHT of the serious condition of the world today, when many foundations seem on the verge of crumbling, it might be well to take stock of ourselves, make new appraisals of the general problem of living, and decide what we think is worth living and working for in today's world. To do this, it is necessary to weigh durable satisfactions against the sensory, not for the purpose of excluding one or the other, but with our eyes open as to the definite value of each goal.

In this connection, a community recreation program by demonstration and participation must help people see how essential a part of daily living recreation is, and how their leisure activities may play an important part in making a world worth continuing in this atomic age. A design for living, or a way of life, or whatever you may wish to call it, is something that is difficult, if not impossible, to blueprint. It seems automatically to fall into an arrangement in which no two individuals view their best satisfaction in identical ways.

If you question the average citizen of any community as to the aims of public recreation, you are in for a great variety of answers. His concepts of recreation have been acquired in many different ways. The length of time a program has been in operation, and the extent of the program itself in a given community, will be influencing factors in the answers you will receive. In those cities where a public recreation department has been developing and expanding for thirty years or more, the public will be more conscious of its value than in the less progressive communities where city-wide recreation programs have but recently come into being. Every recreation leader is still hearing these highly incomplete theories of public recreation—from the man of position who, by virtue of his wealth, can buy his recreation where he chooses and thus holds that public recreation is for the underprivileged and delinquents; from the misguided educator who still "bucks" the program because he believes it a frill or an extra; the sports and athletic devotee who only sees it as a need for men and boys in terms of physical activity; the social worker who worries about duplication; the sect who cannot see beyond playgrounds or something for the children; and there still exists the unaware man who confronts you at your luncheon club with the bright quip, "You don't have much to do in the winter, do you?"

This man's remark belongs to one whose concept of public recreation has never gone beyond a hazy idea of a summer playground program. Like the sports enthusiast, he would need only a playground or a gymnasium for his recreation; but we cannot arbitrarily choose another's leisure time activity, and many of us need to learn a little tolerance toward our neighbor's choice. To those who still frown upon public recreation as a frill, let us say that the mere acquisition of knowledge does not make the complete man, but when education and recreation work together, they can bring about the education of a whole person. We are not educating our children properly if we do not educate them for leisure, too.

As to duplication of activity, this would be no problem if every community leader who is dedicated to service would concern himself with more "doing" and less worrying about personal credit. We need more sincere philosophy on the part of public and private leaders themselves who are willing to devote themselves to real community service.

Let us think more clearly on the all too prevalent idea that public recreation is the panacea for juvenile delinquency. It is the fashion of the day for everyone to expound theories on juvenile delinquency. This problem should not be minimized, nor can it be brushed off lightly; but to reason that a public recreation program is set up for the underprivileged and the delinquent child is similar to saying that public education should be directed only toward the handicapped child. Records prove that children who get into trouble with the law are not always from the poorer income classes, and even in cities where juvenile delinquency is at its height, the percentage of children engaged in these activities does not begin to compare with the much larger percentage of normal average children. Shouldn't we be concerned with prevention rather than cure? Most public departments and juvenile authorities are quick to tell you that when a wholesome program of recreational activities is put into operation in a neighborhood where crime and vandalism have been on the rampage, the police have less to do and delinquency declines. This seems to indicate that the absence of a wholesome recreation program may be a precursor of delinquency to come. If we accept this premise, then it would seem wiser to direct our program to the ninety-five percent or more healthy, normal youngsters in our community who need an outlet for their boundless energies. If the program is directed toward the average child, it will also appeal to the troublesome child.

"Much of the quality of any civilization obviously expresses itself in the way it uses its leisure. As that leisure expands constantly with technological change, it becomes ever more important that society find more enriching and developing ways to use its leisure time and its human resources."

—from Group Experience and Democratic Values by Dr. Grace L. Coyle, The Womans Press.

When the youth center in a midwestern city was set up a few years back, there was a great deal of chatter and sounding off by various well-meaning individuals and civic organizations about juvenile delinquency. This was a roundabout way of selling to the public the idea of a need for such a center. Police records can verify the fact that juvenile delinquency was not unusual or alarmingly high. The hundreds of high schoolers of that community who were simply searching for a wholesome place to congregate, looked upon their elders with an amused and tolerant air. When some of the bright youngsters, who worked hard themselves to make their youth center a reality, would meet thereafter, they would greet each other with a salute and a "Hi, delinquent." Yes, youth is tolerant and a little weary of so much fuss and talk. Recreation leaders, board members, and civic leaders themselves are guilty of capitalizing on this detestable selling approach for the provision of community recreation.

Recreation must be provided for *everyone*, young and old, persons in every walk of life, and its program should be as wide and varied as the interest of the individual. What a man does for his own recreation is more indicative of his character than what he does when he is compelled to earn a living. Thus, it would seem that the primary aim of public recreation is for every community to provide a balanced program of activities and interests so that every citizen of the community has an opportunity to choose the leisure time activity best suited to him.

If we accept this, we must educate the thinking of our people to expect a whole program rather than a half measure, by introducing them to a wide range, well-balanced program including physical, creative, mental, rhythmic, social, and cultural activities. But a mere "paper program" is not enough. It is the transition from paper program to actual community participation that needs the salesmanship. In this instance, the leaders are salesmen.

Leisure is nothing new to mankind, but it is increasing, and directed leisure is relatively new to man's way of thinking. The recreation leader's constant aim should be to help people become participants, rather than spectators, to help them thus broaden and enrich their lives and find those durable satisfactions which can be steadying in an unstable world. In this way can they be brought to see the importance of recreation in daily living, and in living today.

Band Shell Construction and Acoustics

*A Digest**

Prepared by C. E. Brewer

MUSIC SHELLS HAVE been constructed by most cities and many smaller communities in the last century, during which time popular appreciation of music has been on the increase. It is questionable, however, whether the architecture of shells in general has kept up with the increase in music appreciation and the resulting interest in concert performances.

Often cities have constructed music shells with excellent architectural form, but some, apparently, have been planned as a point of interest for visitors rather than for the convenience of the musicians and concert audiences who use them. Beautiful shells have been placed near busy highways—regardless of the noise of traffic—and on other poor sites. Others have been constructed with little or no consideration given to the proper acoustical properties of a shell. Sound reflection is as important as good engineering design and construction, or architecture. It has been necessary, in some of these cases, to resort to sound amplifiers to broadcast the music from the shell because a study of sound reflection had not been made before the shell was constructed.

Location

The music shell should be located on a site as free as possible of surrounding noise, yet easily accessible to the people desiring to attend a concert. It should not be near a street, highway, railroad tracks or airport where the noise of traffic, trains, train whistles, boat whistles, or planes will disturb the musicians or the listeners.

The best location is in a large park, or on a special site acquired for its natural beauty or good acoustical properties.

At some music shells people sit on the turf of a slope comprising the auditorium; at others permanent seats are installed. Terraces with a turf surface are sometimes built, but are difficult to maintain and are not recommended.

An ideal location would be on a small island, or on a barge anchored just offshore in a water area where the water would be circulating slowly, clear and free from rank weed growth. In the event that such a site could be found, there should be no scum or oily surface on the water, nor should it be a breeding place for mosquitoes.

Any seating area should be on a well-drained ground sloping toward the shell, giving good visibility of the stage. It should have no low or wet spots. The planting of a thick hedge of evergreens or shrubs around the outer edge of the area will give it the appearance of an open-air theatre.

No parking should be permitted at the music shell. Parking lots should be distant enough so that the noise of cars will not disturb the audience.

Construction

No community or organization should ever attempt the construction of a music shell without first securing the services of a competent architect who would fully investigate the possibilities of sound reflection, and who would insist on good engineering plans and good architectural design.

Music shells constructed of steel and concrete may have a large construction cost, but they will be cheaper in the end because of decreased maintenance and operation costs.

Rest rooms, dressing rooms, a storage room for music and instruments and if desired, a rehearsal room, should be part of the shell. These facilities can be built at the rear of the shell, along the sides, or even in a basement under the shell. The side walls and floor of such rooms should be well waterproofed and painted in various tints. The room should have outside light and ventilation.

The stage should be large enough for opera and drama performances—the dimensions of the stage

*A large part of the material on acoustics appearing in this digest was supplied through courtesy of Reinhold Publishing Corporation, 330 West 42nd Street, New York, publishers of PROGRESSIVE ARCHITECTURE, September and October 1945 issues, "The Acoustics of Music Shells" by Henry L. Kamphoefner, Dean of the School of Architecture and Landscape Design, North Carolina State College.

being determined by the proposed uses.

A good setting or background is important, and the area around the shell should have a good lawn. Excellent landscaping can be done by planting low growing evergreens or arborvitae near the shell, or other appropriate trees and shrubs. Planting is the most effective means of creating beauty around a music shell, and the skillful use of color is important.

Music shells have been built in a variety of forms such as ellipsoid, spherical, parabolic, flat planes, conical and with a flat rear wall and inclined ceiling. Suggested recommendations and certain objections to the different types will appear later in this digest.

An important part of music shell construction is to free the acoustical system from all echo. Careless placing of the backs of seats and retaining walls have produced an echo effect in which the sound has been reflected from such surfaces back to the shell and then out to the audience again a fraction of a second later.

Suggested Types of Construction

Rear Wall with Inclined Ceiling

A music shell of good acoustical qualities can be built of simple design and construction. A vertical rear wall with an elongated inclined overhang or ceiling is the simplest and most economical. The inclined ceiling is broken up horizontally into bands which spread the sound evenly by creating the proper pitch while they keep the reflecting surfaces near the sound source. The vertical rear wall should be blended with a cove into the inclined ceiling. See Figure 1.

Figure 1.—Dow Music Shell, Midland, Michigan. Architect, Adler B. Dow.

This type of shell is effective for audiences up to 2,500 persons.

Examples

Watergate Symphony Shell, Washington, D. C. (Shell is built on a barge anchored in a water area.)

Dow Music Shell, Midland, Michigan.

For larger audiences (over 2,500 persons), it is suggested that the vertical rear wall have a convex surface rather than a flat plane. The addition of non-parallel side walls might increase its efficiency. See Figure 2.

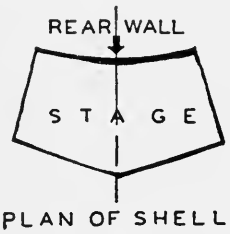


Figure 2.

Conical Shells

Another suggested type of shell construction is the half dome, conical in shape. The ceiling of the cone should have a series of raised concentric ridges or circles.

The Grandview Music Pavilion, Sioux City, Iowa, is 102 feet wide at the base and rises to fifty-one feet at the top of the great structure. The seating arrangement of the orchestral stage will accommodate 100 musicians with instruments, or a chorus of 300. Its construction is monolithic reinforced concrete and at the rear of the reflecting arch are two large dressing rooms, two smaller dressing rooms, conductor's room and library and a large property room for storage of musical instruments.

Lighting arrangement consists of three primary colors projected by lights concealed behind the great arch. An automatic inductor dimmer produces mobile color effects which may be synchronized with the music.

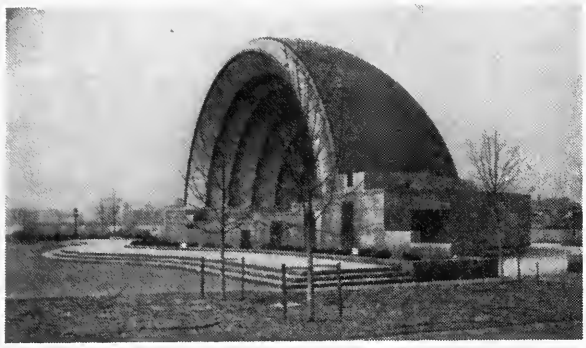
Examples

Hollywood Bowl, Hollywood, California.
Music Pavilion, Fort Dodge, Iowa.
Blatz Music Pavilion, Milwaukee, Wisconsin.
Grandview Music Pavilion, Sioux City, Iowa.

Objections to Other Types

Ellipsoid

This form, or type, reflects sound from the stage to certain focal points in the audience where a bedlam of noise is heard. At certain points, one instrument of the orchestra or band will be emphasized, and at others, diminished. At other points, the instrument may not be heard at all.



Grandview Music Pavilion, Sioux City, Iowa. Architect, Henry L. Kamphoefner.

Spherical

The spherical form is somewhat less undesirable than the ellipsoid, but it is still not a satisfactory sound reflector. The spherical shell is costly to build, complicated, and has much less value as a reflector than a simple vertical wall.

Parabolic

The weakness of the parabolic form shows that sound is focused at the front rows where there is no need of reflection, and its parallel sides cause a slapping back and forth of sound within the shell.

Flat Planes

Flat planes—rear *and side walls,* and with inclined ceiling—are not always satisfactory. Two acoustical defects are: (1) the front portions of the sides are parallel and do not operate acoustically, (2) the ceiling is generally broken up for the sake of decoration, thus interfering with its function, which is to reflect sound.

On the other hand, the Greek Theatre at Berkeley, California, and the Open Air Theatre, Golden Gate Exposition Park (1939), which have the parallel sides at such a distance from each other that the reverberation time is increased, have good acoustics.

Welcome Folks!

DO NOT EXCLUDE adults from your playground programs. The neighborhood playground makes a handy and an ideal meeting place. In many communities mothers like to come during the day, bring their sewing and watch the children play. Such mothers are the nucleus of a sewing group or an adult crafts group for the alert playground director. Fathers drop in to see their boys play ball. So why not a games program for fathers—softball, handball, volleyball, or badminton and tennis for mixed groups? Don't forget, either, competitions between father and son, mother and daughter, and other groups. Oldsters like to meet their cronies in the park or on the playground, to bring their chess or play pinochle, or just to sit and talk about affairs in general. Tournament competition or lively discussion groups are popular with these. The following program, which includes many of these activities, was reported by Long Beach, California, in 1947.

Twilight Family Recreation

An organization chart containing suggestions relating to activities and program was prepared for play directors as a guide in organizing both adults and children into a council for promoting such activities. It was suggested that the local P. T. A. Recreation Chairman would be a good person to help.

The chart listed suggested activities under the following divisions:

Active sports—for random or tournament competition, father-son, mother-daughter or other combinations; *less active games*—for random or tournament competition, such as checkers, dominoes, puzzle games, progressive game nights, horseshoes, shuffleboard, croquet and so on; *prescheduled special activities*—adapted for adult participation, such as woodcraft, rhythms, handcraft, movies, making of model aircrafts, music, dramatics and puppetry; *auditorium programs*—offering motion pictures (commercial or amateur), community singing, folk and square dancing, variations of amateur shows, hobby exhibits, quiz programs, amateur talent nights for adults or children or both; *food arrangements*—individual family picnic dinners, find-partner dinners, box socials.

Teen-Agers

Don't forget teen-agers in your program! Let them help with real duties, leadership, inspecting apparatus — and give them *recognition.* They'll have their own leagues and tournaments, of course, and the social activities that teen-agers love.

Edgar A. Towne

So You Want to Be a Playground Worker?

A college boy passes on to others some of the things he learned from a rewarding summer of playground work.

THIS IS A summary of observations made while working with a swell bunch of "kids" last summer. It is to them that I dedicate this in sincere appreciation for the summer of friendship I shared with them.

Naturally, one about to enter playground work wonders what it will be like. But, first, is it not wise to ask: "What will be expected of me? What can I give to this work?"

The following are the aptitudes and characteristics required of a playground worker. (Many times I wished that I had thought about these things before I undertook this work—for they had to be learned through experience.):

1. A GENUINE LIKING FOR CHILDREN. I should list this as the first requisite of the playground worker. . . . One cannot like this work unless he likes children. By this I do not mean that it is necessary to start with a knack of handling children. Not many have this knack and those who do are fortunate; but *it can be learned.* You will find that thought and care will help it "come naturally," and soon you will be getting along with them easily. This is one of the first joys you will experience—the joy of being able to talk shop with children of all ages and of having them enjoy it as much as you do. But you will never succeed if you do not like youngsters and honestly enjoy their company.

2. ORDINARY COMMON SENSE AND A SENSE OF RESPONSIBILITY. These are essential. Though your playground may be well-planned and enclosed with a solid fence, the children still can hurt themselves easily. The danger of falling off swings and slides and so on, will be ever-present—but never anything to fret about, only to guard against. You will constantly have to remind the children to use the equipment correctly. If they are told how to use it properly and, which is very important, *why* they are to do so, no doubt you will have little trouble of this sort. Situations develop quickly. If you have a wading pool, before you know it there may be a grand running and splashing which could endanger the smaller children. This can be anticipated by the alert playground attendant and be halted before the melee becomes almost uncontrollable. Activity in this realm will provide much of your work, for you are responsible for seeing that the children play safely. An alert eye will do much to make your playground safer. Let them realize that the playground is theirs and that the

rules are for their benefit, and you will find little willful disobedience.

3. GOOD HUMOR AND COMPLETE SELF-CONTROL. "Laugh and the world laughs with you." There will be times when your patience and humor will seem exhausted. Loss of temper will not help at all, and probably will only serve to aggravate the situation; you must not sacrifice firmness and principle. You will have to be firm and just, because the children expect it of you; but they do *not* expect harsh language and rough treatment. Remember that a smile can do wonders.

The above attributes are hard to acquire. They cannot be learned from a book; but one must conscientiously strive to achieve them—they are "musts." However, there are other things which a playground worker must know in preparation of this work. These can be learned through diligent study:

1. A GOOD WORKING KNOWLEDGE OF GAMES AND SPORTS FOR BOTH BOYS AND GIRLS. Apart from miscellaneous play activity, the program of the playground will include organized games and sports. There will be baseball, basketball, and volleyball leagues; tennis and paddle tennis tournaments; model airplane contests; pet and doll shows; costume parades; kite contests; handcraft displays; picnics; amateur shows; and where there are swimming facilities, water sports and aquatic events as well as swimming and lifesaving classes. Usually where there are lakes and large pools, a trained instructor handles the aquatic program.

2. AN ADEQUATE KNOWLEDGE OF FIRST AID AND ITS LIMITATIONS. There will be hosts of little scratches and bloody-noses which must receive attention. However, it is important to remember the limitations of first aid, for, in many cases, too much is as bad as too little. Consult a trained first aid instructor for help in this matter.

* * *

The above qualities and knowledge will be put to the test every day of your work. But, if asked which is the most important of all, I would say the matter of getting along successfully with the children. This seems to be similar to the "7 UP" advertisements—"you like them; they like you."

In return for alert attention and effort to help them enjoy themselves, you will receive unlimited satisfaction. If you have entered into your work enthusiastically, they will show their appreciation.

If you really like youngsters, one of your greatest joys will be to see them having good, clean, safe fun. If the din of the children's voices approaches the loudness of the noise issuing from a boiler factory, you will know that they are enjoying themselves. It seems to me that there is a direct proportional relationship between the amount of fun children have and the noise they make.

In your work as a playground director you will come to know many parents. The more you know, the better, for to know them will help you to understand their children; and they like to meet the person who is guiding Johnnie's play. Many playground activities enlist parents who act as judges or merely as spectators. You will be called upon to speak to them at contests, to explain to them the activities of the playground; you will talk to them on the street as you go to and from the playground; thus you will constantly be in touch with a good part of the community you serve. The playground worker may consider it a duty and a privilege to work with the home and the church in building happy, healthy youngsters.

Sterling Winans

MANY WERE NOT surprised at the selection and appointment of Sterling Winans as Executive Director of the California State Recreation Commission.

Over the entrance of the professional building at Pasadena is the statement "Chance favors those who are prepared," and Sterling Winans was prepared for this great service to a great state. A graduate of Washington State University, majoring in physical education, he was a member of the splendid team of physical education and recreation leaders associated with Hal Orion at Santa Barbara, which also included Casey Conrad, at present Recreation Consultant for the California State Department of Education and C. C. Christianson, now continuing to serve as Director of Recreation at Santa Barbara.

When C. C. Christianson entered the service of the Navy, Winans, then assistant, took over as acting director of physical education and recreation and carried on with remarkable vigor and skill—being largely responsible for the expanded program for "teen agers." His outstanding "teen center and youth council" program in Santa Barbara and in Southern California caught the attention of the new California Youth Authority who secured his services as recreation consultant. Governor Earl Warren desired a "home spun" man as recreation director, and he got him.

A group of boys returned and wrecked havoc on the premises; disciplinary problems were distressing . . .

From Havoc to Haven

Vera-May Lewis

One of my first assignments, when appointed by the director of the Los Angeles County Department of Parks and Recreation to the position of Senior Playground Director, consisted of contacting the Lincoln School at Willowbrook for the purpose of setting up a recreation program, appointing a play leader, and following through to see that the schedule would be carried out.

A visit to the area disclosed this "playground" as one of the most needy spots on the map of the County. There was nothing for the children to play with—somebody had stolen the equipment, even the basketball backstop. The entire building was defaced with names and carvings and the windows broken. Play was impossible because of the unkempt condition of the grounds—tin cans and bottles dumped on the softball diamond, deep holes full of water under the swings, a complete absence of a smooth playing field.

It was evident that there was the urgent need of placing a competent recreation person at Lincoln School. In the summer the school had had a handcraft specialist, a former teacher who was unable to cope with the extreme disciplinary problems. Although she was expert in her field, the entire situation was out of hand. The older youths of mixed racial heritage frequently engaged in gang wars. This was the story:

Three years ago the racial problem became acute—the population increased to overflowing because of an influx of various racial groups. The children left the school, enrolling in the nearby parochial school. As soon as Lincoln School was closed at 4:30 p.m., (after double sessions), one group of boys returned to their former school grounds (via holes they cut in the fence) and wrecked havoc on the premises, stealing clocks, bedding, silverware and sundry other supplies.

The disciplinary problem during school hours was distressing. Frequent and severe punishment was meted out by the teachers and the principal. A survey of the neighborhood showed that $10,000 new stucco homes were owned by one group, while another group dwelt in the squalor of ramshackle huts with black smoke pouring out of the smoke stacks. New cars stood at the curbs of the modern homes, while the rest of the population trod on foot down muddy lanes. Class and race consciousness grew stronger each day.

After studying the situation thoroughly, holding several conferences with the Willowbrook superintendent and the Lincoln School principal, and making a survey of the neighborhood, it was decided that a qualified man should be in charge.

An athletic program was devised to fit this particular problem and a competent man engaged as play leader in charge of the playground. The play leader made changes to fit arising needs and the superintendent, the principal and the teachers gave him their full cooperation. Allowed to purchase all the recreational supplies he needed, he bought a large galvanized covered container with a lock on it, in which he put the balls, bats and jump ropes used on the playground. He filled up all the holes on the playground, leveled off the area, got rid of the trash, repaired broken equipment and started a sports program.

The children began to feel a new impetus in the opportunities offered to them. The play leader was so adept at promoting racial understanding that soon all the boys were playing football together. The older neighborhood youths, who had been causing trouble after school, were eager to participate and fell in line with the new policy of letting everyone have a chance to play.

Harmony even spread into the classrooms. During the Christmas holidays, no damage was done to the building, breaking a record of holiday mischief of several years standing. The confidence of the school authorities was regained to the extent

that they recently replaced all the broken windows in the building for the first time in a long, long time. One window had twenty-four broken panes.

With nearly six hundred children in attendance at double sessions, the playground is now exceedingly active, with boys and girls using all the facilities six days a week. Race hatred has been reduced. Destruction of property seems to be a thing of the past. The school authorities have redecorated the building and permanently finished the playing field. School disciplinary problems have found a new low. Boys and girls of different racial heritage play together, developing a sense of loyalty to the playground, the school and the government. Clean sportsmanship has transformed potential delinquents into young citizens. By the proper selection of the right type of person to take charge of this very difficult area, a material change has been noticed throughout the school.

The solution or alleviation of community social problems by the proper application of recreation programs is one of the primary objectives of the recreation profession, and the above case illustrated a satisfactory operation of certain recreation theories as applied to a particular problem in the regular programming of leisure time activities.

Boys and Girls House, of the Toronto Public Libraries, puts on an excellent program of playmaking with children. Here one of the staff gives a detailed account of the ways in which they dramatize literature.

Puppets

Alice Kane

IT WAS JUST before school closed in June that a young mother came to the library desk with her request. "I do hope you're going to have a puppet group this summer," she said. "Lydia enjoyed it so much last year. Of course, she makes things at home with her little sister, but they get discouraged very quickly all alone."

The next day Mary came with a puppet in her hand. "Look," she said, "my brother Harold made it. He thinks you might use it in a show for he can't do a show by himself."

Then Leon and Glennie and Alan appeared. "Can we start puppets early this summer?" they asked. "You know, before camp starts."

That is the way a library puppet group begins. Children who are interested drop in and leave their names, because they find that working alone they may produce a puppet, but unless they are quite talented or persistent, they seldom produce a play. Sometimes the group consists of four or five friends working together. Sometimes it is a small school class. Most often it is an assortment of children—boys and girls, from four to fourteen, who want to put on a puppet show.

At the first meeting they have to decide upon a play. "Shakespeare," announced nine-year-old Sarah with conviction. "Shakespeare is the best author. He don't get the rhymes so good but he's the best author." "Let's have Macbeth for our next play," said Joe. "I know a lot of it already." The classics rank high with the children in their choice of material for plays but Shakespeare gives place as a rule to Grimm and Anderson, and Macbeth is a poor second to Cinderella or Rumpelstiltskin. "I like a princette," confided Natalie. "A princette with golden hair," "I can howl like a wolf," boasted Mervyn, "so let's do *The Three Little Pigs*." "Fairy tales are the best," said Joan. "You never get tired of fairy tales."

So a fairy tale is settled upon and read aloud or told to the children. At the first reading they see it in all of its splendour: the witch riding the clouds,

Hansel and Gretel lost in the enchanted forest, the doors opening by magic and the green frog suddenly turning into a handsome prince. At the second reading, technical difficulties begin to present themselves. "How can the tigers go round and round the tree?" "How can the beanstalk grow and grow?" "How can the tsar have armies and ships?" "How can a hundred years pass by?"

To many of the boys and girls in such a group, it is an entirely new idea that the play is a different form from the narrative. Some of them are very literal in their interpretation of the story. "Mollie Whuppie went there three different times," said Wanda. "She can't just take all the things from the giant at once." In the height of the argument an older boy or girl usually comes forward to explain patiently "You see, you know the story because it was read to you. But these little kids who are coming to see the play, they don't know it. And you have to make them understand it without reading it first." When this idea has been more or less assimilated, the plotting of the story begins. The leader generally has done this herself beforehand, and she can guide the group into a simple plan with the fewest possible scenes. For instance, a new group doing *Jack and the Beanstalk* will start with three scenes: (1) Jack being given his commission by his mother inside the house; (2) Jack saying goodbye to his mother outside the house; (3) Jack buying the beans farther along the road. For younger boys and girls, the hardest and the dullest part of a whole puppet show is the rough arrangement of the story into a play.

But at last the main outline is ready. Ways have been found to suggest the fleets and armies of the tsar and the hosts of fairyland. The events of a year have been melted into a single night. The main difficulties of time and change have been overcome. It is time to write the script. This is important, too. It must be simple and workable, easy to learn. It must be so clear and direct that the audience will be sure to get each point. But the language must retain the flavour of the story. If it is a Russian tale, the speech must indicate that as well as the costume. If it is a folk story such as *The Three Bears,* the words must be childlike, instead of having the oriental splendour used in *Bluebeard.* Boys and girls of eleven and twelve often enjoy writing these scripts, and realize the value of a strict adherence to them once they have been prepared. Impromptu remarks are all very well in such a production as *Punch and Judy,* but they can quickly get out of hand as they did with the high spirited boy playing Billy Beg. He killed the second giant and said casually, "OK, see you tomorrow, same time, same station."

The play is ready to be worked on, and the parts are assigned. The boys and girls themselves decide which one will be the giant, which one has the best voice for the timid little fox, who learns a long part quickly and accurately and who will be best pulling the curtains or checking the properties. The child who reads the part works the puppet for that part and, as a rule, makes the puppet himself. But in the actual puppet making, there is an even greater diversity of talent than in the learning of lines. Alan can learn a part quickly but cannot bear to put his hands into the sticky papier mache mixture, while Glennie, who is unable even to remember to pull the curtains, has a fine free hand with moulding heads and produces vigorous, lifelike puppets. Three small mechanically minded boys put together a turntable on which Little Black Sambo's tigers revolved around the tree. Three other children, without adult aid, but armed with a comb and a penny whistle, evolved a fine set of noises for the fair in *The Three Little Pigs.* Nicky pinned a solitary palm tree of green blotting paper against the black backdrop so effectively that nothing else was needed to suggest the setting for *Little Black Mingo.* Children, who are too small or too lacking in self-confidence to mould heads or paint scenery or make clothes, can tear up paper or tie twigs into bundles or cut suns and stars and fences as they are needed, out of colored paper. None of the self-consciousness of appearing on the stage troubles children here. The shy child becomes the roaring dragon. The plain little girl makes and manipulates a beautiful princess. The boy with one paralyzed arm pulls his puppet onto his good hand with his teeth, and sets out undaunted to conquer three giants and a dragon, and finally to marry the princess. "And gosh," breathed Leon as he pulled the puppet from his hand, "can you blame Billy Beg for wanting her? Hair black as midnight, eyes like stars, wouldn't you want her yourself?"

Scraps of torn newspaper mixed with flour paste form the basis of the puppet heads. The exaggerated features, the witch's drooping chin, the giant's prominent eyes all delight the children. Hair is made from wool of fringed cloth or frayed string and clothes from everybody's rag bag. Ends of Christmas tinsel, odd buttons, old curtain rings and scraps of silk or velvet will dress a tsar in all his finery or transform a plain papier mache head into a moon princess.

Now that the puppets are made, the paint dry

and the costumes finished, the first glamour of the story descends upon the group again. They forget the old pieces of cardboard rolled into tubes for the necks, the paste, and the torn newspapers and they see once more a fairy tale magically brought to life by their own efforts.

At last the parts are all learned, the backdrop is finished, the rehearsals are all over and the day of the performance is here. Mary has the properties laid out neatly row by row, each scene in turn, and now she stands guard over them, grimly waiting to hand them to the puppeteers at the right time and not a minute sooner. John, clearing his throat anxiously, is waiting to tell the name of the play before he pulls the curtains. Mervyn is peeping shyly out to be sure that his mother has really come to see him, while Glennie and Alan are shamelessly waving at their little sister around the corner of the stage. The audience of nervous fathers and mothers and proud small brothers and sisters has assembled. Finally everything is in order and John steps forward to announce the title. There is a small crash behind the stage and Mary's voice in a shrill whisper says, "Milton—I'll—I'll." John hesitates, but decides to take the plunge "Ladies and Gentlemen, our play today . . ." The curtains part. The show is on.

The performance of a puppet play always seems to justify to the children all the effort that they have put into it. Their question as the final curtains close is invariably the same: "What play will we start on next?" They slip out while their own puppets are off to take a look for themselves at the lighted stage in all its glory, to admire the work of the others and to exchange a glance of confident pride with their friends in the audience. No small slip or disaster dims their satisfaction and no criticism dampens their spirits. The audience is seldom critical except of the length. "Is that all?" is the indignant question. "Phew—two minutes," whistled one little girl dismissing the work of months with one expelled breath.

The close of the performance is also the measure of its success. Then the names are handed in of boys and girls who want to be in the next group and of eager parents who want their children to try, too.

In such a lull after a puppet show, while parents and friends pressed around with questions and congratulations, four-year-old Cookie seized a puppet, and standing on a chair to reach the stage, gave a repeat performance, almost word perfect, of the one she had just heard.

"You can't stop me," she cried triumphantly, "because I'm going to be in the next puppy show."

And she was.

PLAYGROUNDS

Attract Varying Ages

Oldsters have great fun with competition and quiet games.

Youngsters thrive and grow healthy under careful supervision.

Teen-agers love dancing, parties, hikes and other program activities.

Young adults throw themselves into sports with much enthusiasm.

Study for the Development of a Neighborhood Playground

THE STUDY PRESENTED on the following pages shows how a site of five and one-half acres may be utilized effectively as a neighborhood playground. An area developed according to this plan would give opportunities for family-wide recreation, although it has been designed primarily for children. All of the major features considered most essential to a neighborhood playground have been provided. The following comments refer briefly to these features:

Playground Shelter — This structure is placed near the main entrance and near the control center for children's activities, and serves as playground headquarters. In addition to a director's office, toilet facilities, and minor storage space, the building provides an attractive playroom for indoor activities, a large porch for quick shelter, and conveniently located drinking fountains.

Preschool Area—This section, intended primarily for children of preschool age, is located near the main entrance and close to toilet facilities in the playground shelter. It is convenient to the wading pool—a feature widely used by young children. The facilities suggested for this area include chair swings, sand boxes, junior junglegym, kindergarten slide, paved play area, and benches for mothers. Some shade is desirable, and complete inclosure is recommended.

Apparatus Area—Apparatus for older children is safely and compactly arranged in a separate area, and is inclosed by a low fence or other barrier. This arrangement facilitates supervision and effective use of playground space, and discourages use of the space as a passage to other play areas. The use areas shown include sand modeling area; seesaws, junglegym, swings, giant stride or circular traveling rings, box hockey, horizontal bar, slide, horizontal ladder and balance beam—types recommended by the Committee of Recreation Executives and found on many well-equipped playgrounds in the United States and Canada.

Wading Pool—This facility is convenient to the main entrance, and close to the shelter for effective control. The open paved area provides shaded benches at both sides. After the wading season, the pool can be used for games or as a tricycle track for small children. In some localities, a spray pool or combination of wading and spray pool would be desirable.

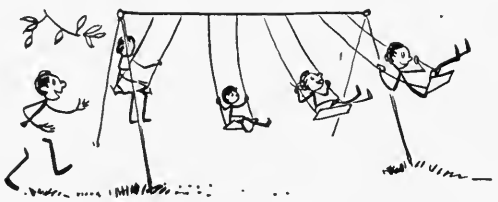
Multiple Use Area—By the use of removable standards, this all-weather surface area is suitable for children's games, roller skating, ice skating and dancing. Or it may be used for the games indicated, such as basketball, volleyball, paddle tennis, badminton, shuffleboard and table tennis. To serve most effectively, however, it should be marked off for the games most popular locally. Its proximity to shelter and wading pool facilitates supervision. It may be lighted for night use.

Low Organized Games Area—This turf area adjoins the wading pool and multiple use areas, and is an open space set aside primarily for running, circle and throwing games. At certain times of the year, part of this space may be used for games of higher organization.

Crafts, Quiet Games, Dramatics—This section, which is adjacent to the low organized games area, is developed for small group activities of a less strenuous nature, and is somewhat removed from the noisier areas. Some shade is provided for arts and crafts, quiet games, dramatics and storytelling. One corner is devoted to informal games requiring few participants and little supervision.

Field Games Area—Over half of the playground area is an open playing field where team games such as softball, touch football, soccer and field hockey can be played, primarily by children. Overlapping fields permit seasonal variations in program. There is ample room for adult use of the softball field on evenings or on weekends. At times this field area could be used for play days, kite flying, ice skating, and so on. A drinking

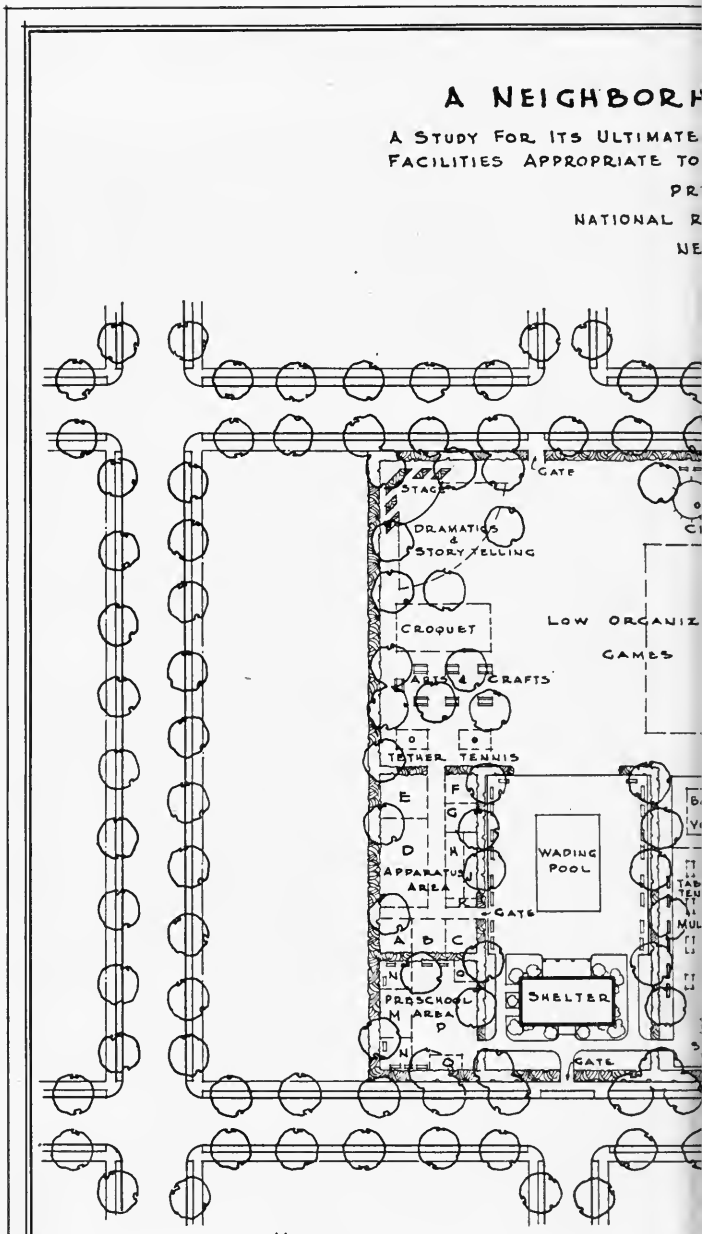
What's going on today?



Swing high, swing low.

Arts and crafts.

Father and son tournament.


A NEIGHBORH
A STUDY FOR ITS ULTIMATE
FACILITIES APPROPRIATE TO
PR
NATIONAL R
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STAGE
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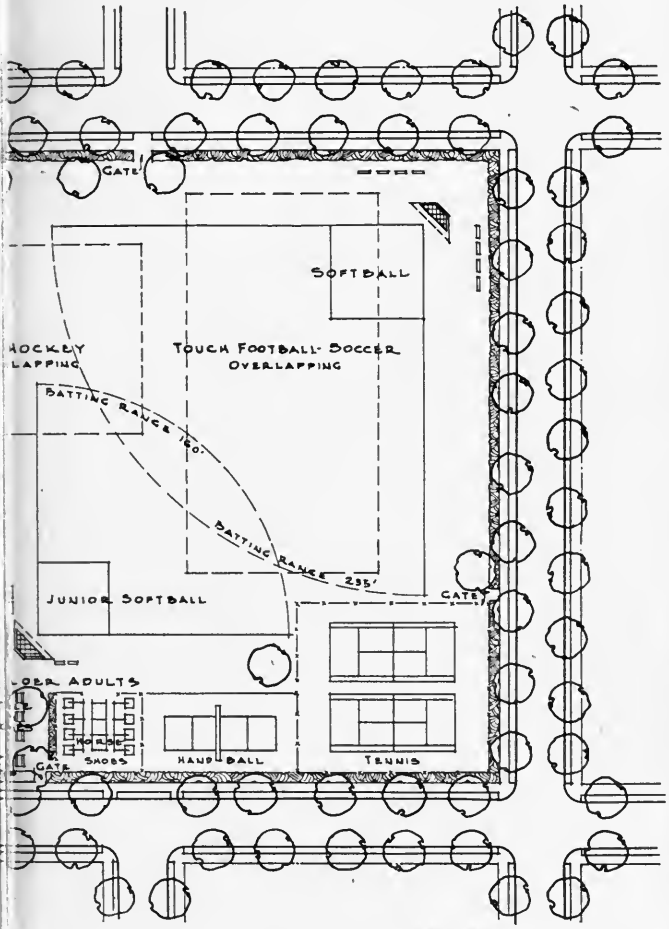
DRAMATICS & STORY TELLING
CROQUET
LOW ORGANIZ
GAMES
ARTS & CRAFTS
TETHER TENNIS
WADING POOL
APPARATUS AREA
GATE
PRESCHOOL AREA
SHELTER
GATE
NOTE
THIS SITE IS TYPICAL OF MANY POTENTIAL PLAYGROUND AREAS IN RESIDENTIAL DISTRICTS.
COMPLETE INCLOSURE IS DESIRABLE FOR SAFETY, EASE OF SUPERVISION AND EFFECTIVE LEADERSHIP. WHERE COST OF MAINTENANCE IS PROHIBITIVE, FENCING MAY BE SUBSTITUTED FOR HEDGE MATERIAL WHEREVER SCREENING IS NOT IMPORTANT.
THE MULTIPLE USE AREA SHOULD HAVE AN ALL WEATHER SURFACE. PRIMARILY FOR CHILDREN'S GAMES, ROLLER SKATING, ETC. IT MAY ALSO BE USED FOR THE COURT GAMES SHOWN, AND FOR SUCH NEIGHBORHOOD ACTIVITIES AS DANCING.
EQUIPMENT TERMS ARE DESCRIPTIVE ONLY; THEIR USE DOES NOT IMPLY PREFERENCE FOR ANY PARTICULAR MAKE OF APPARATUS.

"That every child in America shall have a chance to play, that everybody in America, young or old, shall

National Re
315 Fourth Av

PLAYGROUND

IENT SHOWING AREAS AND
FIVE AND ONE-HALF ACRES
THE
ASSOCIATION
N. Y.



KEY TO EQUIPMENT

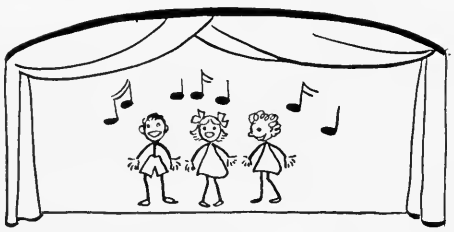
A - SAND MODELING
B - SEE-SAWS (SET OF 4)
C - JUNGLE GYM, CASTLE TOWER, ETC.
D - SWINGS (SET OF 6)
E - GIANT STRIDE OR CIRCULAR RINGS
F - BOX HOCKEY
G - DOUBLE HORIZONTAL BAR
H - SLIDE
J - HORIZONTAL LADDER
K - BALANCE BEAM
M - CHAIR SWINGS (SET OF 8)
N - SAND BOX
O - JR. JUNGLE GYM, ETC.
P - PAVED AREA
Q - KINDERGARTEN SLIDE

0 10 25 50 100 150 200 250
SCALE IN FEET

have an opportunity to find the best and most satisfying use of leisure time."—*Original Charter, NRA.*

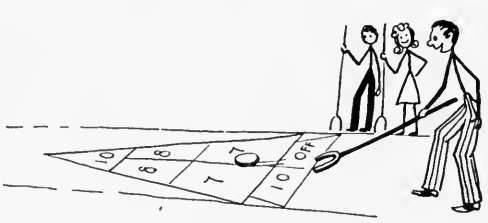
Association
York 10, N. Y.

Sand castles.



The play's the thing.

Everybody loves a parade.



Shuffleboard

fountain might be installed behind the softball backstop for convenience of players.

Game Courts—A limited section of the playground is developed for court games that will not be played on the multiple use area. Two tennis and two handball courts, plus space for horseshoes, are provided in this area. They may be lighted for night use. Croquet and clock-golf are provided elsewhere on turf areas.

Rest Area for Adults—Space for table games, and especially those for older people, has been reserved at one side, with easy access from the street and with plenty of shade. This area is located near the game courts most frequently used by adults. It may be lighted for night use.

Overall Design—The compact arrangement of playground features will make for lower costs of construction, maintenance, and operation. The site is completely inclosed for greater safety.

Landscape Treatment—This playground site is relatively level, but many playground properties need some regrading to provide fairly level sports areas. Adequate drainage, however, must be provided, and all playing surfaces should be given the proper pitch for the most effective use.

Hardy trees are shown at boundaries, and where some shade is required, headed high enough to discourage climbing and permit proper ventilation. Boundary and separation hedges are indicated, but other planting or fencing may be used. Decorative shrubbery is used only at the shelter building.

Before development, this site illustrates several features encountered in many communities—relatively flat topography, a street on one or more sides, at least one boundary formed by lots fronting on another street, cross streets dead-ending at the site, few existing trees, rectangular shape, and limited size. It should, therefore, offer suggestions without any thought of duplication.

Obviously the planning of a particular site will be influenced by many factors and finally by considered compromise. The number of persons the playground will attract, the various age groups, the directions from which they come, the facilities needed, the leadership to be provided—these are a few of the things which will affect the layout.

Activities move into shelters; program continues.

What matters a shower, with a good game in progress?

Playgrounds *in the Rain*

The wondrous process of creation is not disturbed.

To Learn to Laugh

Use of Visual and Auditory Materials in Storytelling

The experience of the University Hospital School, University of Michigan, in working with sick children, has much to offer recreation workers, generally. In the past few years it has done considerable research in the use of visual and auditory materials in recreation and in teaching. The results have been shared with the University of Michigan which, in turn, has made them available to schools throughout the state.

Ellen McComb

VISUAL AND AUDITORY materials are indispensable in our educational and recreational program for sick children in the University Hospital School. Storytelling is one of our many features. Our school is in a unique setting—that of a general, teaching hospital where children from the entire state of Michigan come for diagnosis and treatment. These are children from the public schools who, because of illnesses, long or short, serious or reasonably simple, are receiving medical and surgical treatment.

In order to give them a familiar and basic schooling while hospitalized, the University Hospital School was established in 1922. Since its origin, more than 75,000 children, from preschool age through the high school level, have shared in the learning opportunities offered.

These children represent different homes, localities and experiences. Some are retarded in both social and educational backgrounds. Many have lost both incentive and interest for further learning. Consequently, all known devices, methods and techniques must be employed to motivate them; and visual and auditory materials are quite generously used with satisfying results.

There are four basic factors which determine the value or need for the use of these materials: the reality of the material; the teaching purpose; the child's past experience; and the intellectual maturity of the child.

The physically well child learns by doing. The sick child in the hospital must supplement his learning by seeing and hearing as well as by doing. In our University Hospital School, we teach children during their period of acute treatment, offering them the opportunity for freedom through learning, freedom for expression, freedom of choice, and freedom for fun, all of which are essential for normal development. The child enters the hospital with multiple fears of treatment, of the unknown, of family separation, and of endless other things. Shyness is an outstanding characteristic. There is often an apathetic, negativistic attitude and a very short span of attention. Some

children have missed out on whole blocks of normal experiences.

We have learned that it is possible to educate as well as to entertain children through stories, using visual and auditory materials. Because of the mixed age group, the diversity of experiences and the retardation in fields of learning, the choice of a story and the manner of its presentation are most important. Each is weighed carefully.

Each day our group varies because of new admissions, discharges, medical and surgical treatment and many interruptions. Let us imagine a typical story group of twenty-five children ranging in ages from two to thirteen. They are in cribs and beds, some are on frames suspended over their beds, some in traction, some in wheel chairs and some are ambulatory. They must be placed carefully in the playroom so that each child can see and participate in the activity. Because many are definitely retarded in their social and educational experiences and their backgrounds are so varied, the teacher cannot possibly choose a story that will appeal to the entire group. Therefore, a story is chosen which will fit the largest age grouping.

In choosing a story we must ask these questions: What do these children know? What is their background? Have they attended a public school? Have they been hospitalized for long periods? To what extent has their physical condition limited their activities? Does the story fit the largest age grouping? What teaching possibility has the story?

We have found it wise to use stories with a familiar background rather than stories of fantasy. To hold interest and to get a ready response, the story must be short and descriptive.

Our next question is how shall the story be presented to hold the attention of the group. Shall it be introduced by group discussion? Shall puppets or marionettes be used? Are the illustrations of the book to be used? Shall the group draw individual pictures? Shall the teacher draw illustrations as she tells the story? Could story figures be used? Is music to be used with the story? Does the story lend itself to dramatization? Is a microphone, movie, lantern or soundscriber to be used?

Our choice of stories is very flexible and often spontaneous, depending entirely upon the group and their needs. The illustrated story, *Caps for Sale,* by E. Slobodkina has been very successful with the age groups from four to nine years. The story is excellent to use for reading readiness and to teach color concept. The teacher presents it by drawing large chalk illustrations. For correlated teaching, there is color and number concept, and new words with their meanings.

Through dramatization, we can make characters come to life. During this process, the child's self-consciousness is forgotten. The socialization value is inestimable. In deciding upon a story for dramatization, these factors should be considered: the story should lend itself to dramatization; the story must have simple dialogue and few characters; it must allow opportunity for instinctive action so that when the teacher asks who wants to be a given character, there is an instantaneous response.

We have in our playroom what is breathlessly referred to as "The Treasure Chest," filled with all types of fascinating costumes, among them formal dresses of questionable vintage. This chest is responsible for many spontaneous story dramatizations. On one such occasion, a severely burned child who was here for extensive skin grafts was Cinderella. She was dressed in a "shocking pink" beaded formal gown, wearing a large fluttery silk flower in her hair and golden slippers with high heels. She went around exclaiming, "I am really beautiful." I doubt that she will ever feel so beautiful again! On another day a little girl, who could neither walk nor see because of a brain tumor, was a dancing fairy. She was attired in a filmy shawl of bright colors. From her wheel chair, as she stroked her lovely silk shawl, she kept saying, "See, I am dipping this way and that, this way and that."

Peter and the Wolf by Serge Prokfieff is a musical story which we use with story figures and large illustrated pictures of the instruments of the orchestra. This sound story always brings a ready response from the older age groups, from ten to fourteen years. It gives a word picture of each character and is represented by a corresponding

Stories are carefully chosen for dramatization. Must stimulate spontaneous desire for character parts.

instrument of the orchestra. The element of suspense in the story helps in developing concentrated thinking on the part of the child. It is used to teach recognition of the various band instruments through association of sound and sight.

Humor or freedom for fun is one of our cornerstones in teaching. Because our children have many new and difficult adjustments to make, there is need for mental relaxation and the opportunity to learn to laugh.

In all of our teaching we emphasize freedom of expression. While this is essential in all learning experiences, it is especially important for sick children to have every known outlet. Some children in the hospital must be kept in small units because of the nature of their treatment and they do not have the opportunity to mingle with others in the playroom and shops. Consequently, our visual and auditory materials are of inestimable value in motivation, in stimulation and in sharing experiences.

The soundscriber has been an indispensable teaching aid and its educational uses have been many. Through the use of the soundscriber, children express themselves freely, improve their speech and are able to have their stories, songs and poems recorded and enjoyed by others. One child who had to remain in a small unit, isolated from others, was encouraged by her teacher to tell an original story after seeing pictures of birds with the use of the projector and observing real ones brought from the playroom. She wrote a little story which the teacher helped her to record on the soundscriber. Then by attaching the microphone, she heard the story from her recording as it was presented to the children in the wards. The ones who heard it were stimulated to write and tell stories which were recorded and played back to her. Although not in the room with her, they became real children with whom she shared, exchanged and enjoyed experiences.

The utilization of multiple visual and auditory materials in an activity program is the most ideal method of training the child. We believe that if stories are properly chosen, interestingly and constructively presented, they can do much in developing a wholesome philosophy of life.

Editor's Note—

The University Hospital School has made two 16 mm. kodachrome and sound movies—"Education Through Play" and "The Educational Program in the Galen Shop"—which are available to organizations, upon request from the University of Michigan, Audio-Visual Center, Ann Arbor, Michigan.

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FOR MEN AND WOMEN

OUTSTANDING AUTHORITIES such as Herb Greggerson, El Paso, Texas; Helen M. Dauncey, National Recreation Association; Lester Griswold, Colorado Springs, Colorado; H. B. Hunsaker, Utah State Agricultural College; and Roger Larson, The State College of Washington—will offer instruction in the following courses:

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Recreation Suggestion Box

Helpful hints and bits of information on this and that. Ways of doing things that have been proved through experience.

"Folks of America"

The Recreation Department of Columbus, Georgia, culminated the summer playground program last year with a Folk Lore and Legend Festival. In its own words:

To carry out our theme, "Folks of America," we went journeying back to the days of heroes who have become the legends that shape our beliefs and build our ideals. Throughout time, a nation's heroes and story book characters have shaped the very character of the people themselves.

The theme had been planned in the early spring by the full time leaders and the children on various playgrounds. The college students and the extra specialists, who work during the summer only, were notified of the theme so that they might choose and do research on their portion of the festival.

The craft specialist held one session a week on each playground. The children built and painted the backdrops, such as an inn scene for *Rip Van Winkle,* mountains of the Rockies for the 49'ers in *Clementine,* a fort for the *Daniel Boone* settlement, and so on. The craft specialist helped them make belts from venetian blind slats and boot lacings, with the motif of their legend painted on them, also pottery, jewelry boxes, textile stencils, embroidery, paper dolls and leathercrafts.

The storyteller and drama person, who was in charge of the finished production, told stories the first part of the summer. During July and August she practiced with the children, each week using a different group of children, so that the characters always had a good time improvising their stories.

The music person chose the opening song "America, the Beautiful." She visited from playground to playground teaching the three songs which all were to sing. The theme song was written by a director of music to the tune of "O' Susanna."

Among the numbers on the program were: Hiawatha, Ponce de Loen, Daniel Boone, Rip Van Winkle, Pocahontas, Uncle Remus, Clementine, Mother Goose.

Training Playground Leaders

An excellent example of training for playground leaders, showing good planning and leadership, took place in Lexington, Kentucky, last June in the form of a training institute for young men and women. The course was sponsored by the Board of Park Commissioners, headed by Anna S. Pherigo, Director of Recreation, and was held for five days at a camp outside of the city. The trainees were carefully selected and shared no part of the costs, the board paying rental for the camp and for the food.

The program was divided into three teaching periods a day—one for team games and activities, one for playground games and activities for all ages, and a two-hour evening period for folk and square dancing and social recreation. The leaders held tournaments in all of the games which they would have on their own playgrounds—paddle tennis, box hockey, deck tennis, volley ball, jacks, checkers, horseshoes, bound ball, and so on—learning not only the rules but receiving practice in umpiring, laying-out and marking courts. A spirit of fun and of learning prevailed throughout the entire week.

The camp became so well-known that everyone in the vicinity wanted to visit it. Therefore—as a part of local interpretation and good community relations — the director has selected community leaders who will see it in action this year.

WANTED

Graduate, registered occupational therapists and trained recreation workers for assignments in Illinois state psychiatric hospitals, schools for mental defectives, children's and correctional institutions. Civil service positions, good salaries, opportunity for advancement, excellent retirement and insurance plan, maintenance available.

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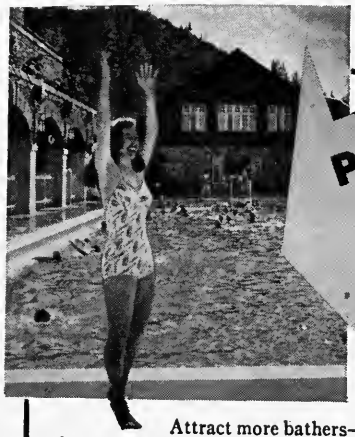

POOLS that PAY!

Attract more bathers—bring them back more often—with a pool that is always clean and sparkling. You can do it if you paint with RAMUC (pronounced RAY'-MOCK). RAMUC is a special long-lasting, waterproof enamel that gives a gleaming, tile-like finish to concrete surfaces. RAMUC will not peel, powder, blister or flake off. It's easy to clean and holds its color under the strongest sun. No need to refinish your pool every season, either—because RAMUC stays fresh and bright for years!

Keep water clean, too!

You can also eliminate algae in your pool with Inertol's fast-acting new product: EXALGAE. EXALGAE makes unsightly growth disappear instantly and prevents its further development. Absolutely colorless; it will not stain pool finish or harm bathers' skin or eyes.

Make your pool cleaner AND more profitable with economical RAMUC and EXALGAE. For full information on pool maintenance, write for Inertol's "Swimming Pool Handbook." Ramuc—Exalgae, Reg. U.S. Pat. Off.

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World at Play

Saluting the Boys and Girls—NATIONAL BOYS AND GIRLS WEEK will be observed in hundreds of communities throughout the United States and Canada from April 24 to May 1 this year. With the theme, "Youth — Key to the Future," the twenty-eighth annual celebration of this important event is designed to focus the attention of the public on the interests, activities and problems of youth. The activities planned for the observance emphasize important factors in the growth of boys and girls, including citizenship training, education, recreation, occupational guidance, home life, understanding among nations and peoples, and membership in boys' and girls' organizations. Additional information regarding Boys and Girls Week, and helpful suggestions and material for carrying out the program of the week—including a poster and a Manual of Suggestions—may be obtained, free of charge, from the National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago 1, Illinois.

•

Your Opinion, Please—Shall we have a NATIONAL RECREATION WEEK?

Dorothea Lensch, Director of Recreation for the Portland, Oregon, Bureau of Parks and Public Recreation, has suggested that the National Recreation Association consider a National Recreation Week. Portland is pushing forward vigorously its plan for a city and state-wide observation of Recreation Week, to be held this April 12-17. The National Recreation Association has a special interest in Portland's plans, as the opening date of this event—April 12—is the forty-second anniversary of the founding of the Association. Several other cities in the past also have held play weeks or recreation weeks, and California has several times observed a state-wide recreation week. In 1923, President Harding proclaimed a National Play Week.

The National Recreation Association would appreciate receiving any suggestions as to the desirability of a National Week so that, in considering the Portland suggestions, it can have the advantage of the best local thought and experience. Some of the questions which occur to us are: Is the present time auspicious to attempt a nation-wide observance of this type? Will it help the recreation movement nationally and locally sufficiently to justify the time and effort involved? What are the chances of success, in view of the great number of weeks being observed at present? (According to the latest report there are 399 national weeks.) What time of the year would be best for most cities?

Please send us your comments on these and other questions which occur to you, and any general suggestions you may have that would be helpful to us.

•

Volleyball Association Confers — Twenty-four people gathered at the mid-year meeting of the United States Volley Ball Association in New York City on December 10, 1947 to consider the important developments of volleyball. Conferees accepted a new Constitution and by-laws; discussed the 1948 issue of the *Guide and Rule Book* and the *International Volley Ball Review;* pre-

sented certificates of recognition to three men; authorized the appointment of a special committee on equipment; approved the suggestion of taking a volley ball team to Europe during the summer; and reviewed developments for the open tournament in South Bend, Indiana, May 13-15, 1948. The date for the annual meeting of the Association was set for May 12 in South Bend.

The December meeting in New York had been authorized at last May's Houston, Texas, meeting for the purpose of enabling association members to complete work and plans that will improve the game of volley ball and strengthen the organization through which it is accomplished.

•

Snap That Picture—High school amateur shutter fans again have an opportunity to prove their ability. The third National High School Photographic Awards event is in progress—sponsored by the Eastman Kodak Company and approved by the Contest Committee of the National Association of Secondary School Principals. Any student who is attending daily any of the high school grades from the ninth to the twelfth inclusive, in a public, parochial or private high school within the borders of continental United States is eligible. Only black and white snapshots may be entered and must be in one of the five picture classifications designated: school projects; people; scenes and still life; animals and pets; babies and small children.

The contest began on the second of February and will close May 7, 1948. A total of 361 prizes, ranging up to a grand prize of $500 for a single picture, and certificates of merit will be awarded the winners. Prints or enlargements should be sent to the National High School Photographic Awards, 343 State Street, Rochester 4, New York.

Happy Birthday—The Camp Fire Girls were one year older on March 17. The Girls celebrated their anniversary the entire week of March 14-20 and held the Camp Fire Girls Professionals Conference on March 18 through March 22 at the Hotel Biltmore in Los Angeles, California.

•

The Boys Have Plans, Too—Three hundred Boys' Clubs over the country, with their more than 275,000 members, are celebrating Boys' Club Week from April 5 through April 11 this year. Special programs to be offered each day of the observance include Friendship Day, Family Night, Alumni Day, Jubilee, Know Your America Day, Community Service Day, Church and Home Day. Another event on the agenda is the presentation of medals to five authors and certificates of awards to five other authors whose books received highest recommendations from members of the Boys' Clubs and from the members of Boys' Clubs of America Junior Book Awards Committee. Write to Iris Vinton, Director of Publications Service, Boys' Clubs of America, 381 Fourth Avenue, New York 16, for additional details.

•

A Week of Creating and Playing—Puppetry-making and using puppets, ceramics and linoleum block printing, non-musical games and party planning, folk games and dances, singing, weaving, nature, crafts, making of games and puzzles are just a few of the major attractions of the 1948 Hiram Recreation Workshop program. The fourth annual workshop will be conducted the week of April 25-May 1 in the Recreation Center of the Government's Arsenal at Ravenna, Ohio. The charge will be a registration fee of ten dollars, payable with application.

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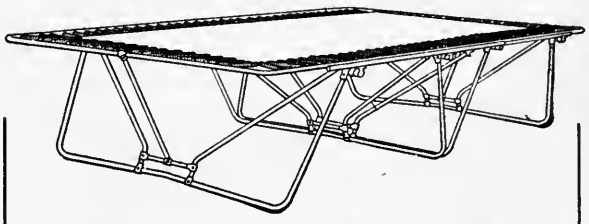
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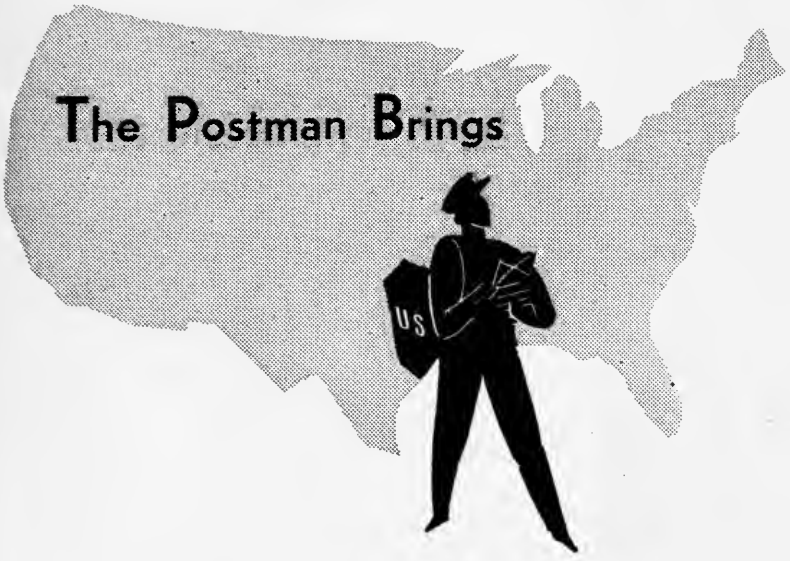

Questions About—

A Baseball Backstop

Question—**We are developing an athletic field and have run into the problem of erecting a suitable backstop for baseball. On inquiring, we find that the heavy mesh wiring that is sometimes used is very irritating to the eyes when viewed from a grandstand directly behind the backstop. Is there an approved construction of finer wire that will be strong enough to stay up under usage given it in a public park and yet fine enough not to irritate the eyes of those who are sitting behind it?**

Answer—We have never heard any complaint before as to the effect of heavy mesh wiring upon the eyes nor do we know of any approved construction of finer wire strong enough to stay up under such strenuous usage.

The only suggestions which we can make to you are two: the first is for you to get in touch with wire manufacturing companies asking for advice and information concerning the various types of wire that can be used for backstops.

The second is the possible use of reinforced glass. This, of course, would be expensive but would certainly eliminate your problem. One of our planning specialists says that this has been used somewhat on an experimental basis in several instances and he thinks it will soon be generally accepted.

The heavy No. 6 or No. 9 two-inch mesh wire is used very widely in park departments because it is strong and durable.

Teen Canteens

Question—**I find that you have some literature concerning canteens for teen-age children. I am very interested in this subject and hope that I may be able to obtain legitimate literature to aid me in my task of persuading city governments, department stores and other business firms to establish these canteens in cities of size.**

Having been a juvenile delinquent myself,* I know how much these things would have aided me if they had been available at the time when I needed them. For you see, I am now, and have been for the past eight years, in the penitentiary. *I hope in my meager way to help to prevent others from following in the same path.

Answer—Ever since 1941 there has been a great deal of interest in this subject, fostered, of course, by the effect of war on the teen-age boys and girls. Teen centers have sprung up all over the country in both large and small communities. They are generally accepted now as a form of recreation and are being sponsored more and more often by public recreation departments rather than by private individuals or agencies. We do not doubt that they have been of tremendous value in combating juvenile delinquency. We know that many factors, such as home environment and the like, are involved. We also know, however, from many studies that have been made, that when a community provides adequate recreation areas and facilities and—which is more important—trained professional leadership, the youngsters are far less likely to be found in taverns, on the street and engaging in other types of non-social behavior.

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At Headquarters . . .
Thomas E. Rivers

THE SIGHT OF Tom Rivers, carrying on business in a quiet and friendly fashion at the National Recreation Congress, is a familiar one to recreation people, for he has been Secretary of the Congress for the last twenty-five years. Tom is that rather tall man, with sparse, graying hair and a big smile, who seems to be everywhere at once. During a long period of devoted service to recreation interests he has become well-known to workers in this and other countries.

All suggestions for the large cooperative venture, which is the Congress, are centralized on Tom's desk; and his is the general responsibility for pulling them together. Actually, this responsibility entails continuous and energetic activity throughout the year in an attempt to get ideas from as wide a range of people as possible on all phases of program, to set up the series of meetings, demonstrations, workshops which are a part of the central purpose of the Congress—that of exchanging information, experience and ideas.

Mr. Rivers points out that, in his opinion, one of the finest things about the National Recreation Congress is that it is *not* a legislative body and, therefore, is a gathering wherein people can feel free to be themselves, and to air their opinions frankly. Discussion need not be hampered by political considerations. Other purposes of the Congress are to help with promotion and interpretation of recreation work to the country at large; to provide workers and all interested people with an opportunity to hear, and talk with, outstanding personalities in the recreation field; and to help recreation in the area in which the meeting is held.

He says, "As the Congress has grown in size, we have tried to work out ways and means of keeping it close to the people." This year the great interest in recreation in rural areas and small towns has led to the choice of Omaha, Nebraska, as a location in the heart of rural America.

Another of Tom River's responsibilities, one that in itself should be enough to keep him busy, is that of fund raising for the National Recreation Association which, as a service organization, is supported by contributions.

"Over 400 sponsors, some of them the outstanding men and women of America, have enlisted in the great task of backing up the recreation movement," he relates proudly. "It has been very satisfying to be responsible for helping people to see the value of putting money into this work."

From time to time, Mr. Rivers also has been responsible for helping with the Association's cooperative projects with various federal departments in Washington, including services in the first world war—when he acted as Secretary of President Coolidge's Outdoor Recreation Conference, special services during the depression and during the recent war when staff was recruited for the Office of War Community Services—the department which was responsible for supervising all the recreation work for the armed forces.

For lo these many years, Tom Rivers has been interested in working with and helping people. As a young man, he chose the University of Wisconsin as an outstanding example of a university which was attempting to relate the work of the college to the people. While serving as student assistant to the university pastor, he became interested in community center work and helped to start activities for boys in a neighborhood school.

He joined the staff of National Recreation Association immediately after graduation, doing field work in the South until the Army claimed him.

After the war he plunged into work as acting manager of the Association personnel bureau, and was responsible for the vigorous recruiting program which was necessary. Later, in 1926, he helped to organize the graduate division of the National Recreation School and served as secretary of the division during a ten year period.

In spite of the pressure of professional obligations, Tom Rivers has found time to be active in community affairs in his hometown of Bronxville,

Specific information for future recreation workers

COMMUNITY RECREATION

By Meyer and Brightbill

Here is a new introductory survey which emphasizes the *practical* aspects of recreation techniques. Stress is placed on public recreation, since this is the field of greatest interest for most recreation workers. The many forces, resources, and interests required to provide a total community recreation program are tellingly described and discussed. Tables, charts, diagrams, and over sixty photographs stimulate the student's interest in his subject. COMMUNITY RECREATION offers exceptional study aids. Each chapter ends with a Workshop divided into two parts: questions for exploration and questions for planning. In addition to full references, there is a helpful appendix listing films about various phases of recreation, the chief recreation agencies, and some supply houses selling equipment and facilities.

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A lively, responsive ball develops skillful players—adds to the thrills of the game. · · · The construction of WEAVER Softball and Playball assures lively—responsive action. · · · The WEAVER Softball has a long fabric kapok center, is double yarn wound, with tough cover realistic in appearance and processed to give soft, velvety feel. · · · The WEAVER Playball is the only scholastic playball made, which is perfectly round. It contains 65% crude rubber with patented fool-proof valve. Both "BEST by TEST" reasons for specifying WEAVER.

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New York. Among these can be listed, of all things, money raising for the community chest, Red Cross and church. He is a gardening and fishing enthusiast, having enjoyed surf-casting and sailing practically in the front yard of his summer cottage on Fire Island, until the last hurricane wiped it away; he restores antique furniture.

He is quite the family man and speaks proudly of his two daughters and a son, all in college. The family has played a great deal together, and had fun with a family orchestra when the children were young. At that time the household was overrun with pets—from mice to snakes, and the backyard was the neighborhood playground. None of the pets proved troublesome except, perhaps, the mice. Ah, well!—times change, and what with a daughter studying to be a zoologist, the situation

People in Recreation

New Appointment

RUSSELL A. PERRY, Director of Recreation, Wilmette, Illinois, has accepted the appointment as State Recreation Consultant in Illinois. Mr. Perry, who will begin his new duties August 1, will be responsible to the Division of Youth and Community Service of the Department of Public Welfare. He will also serve as Secretary of the Illinois Inter-Agency Committee on Recreation.

Before going to Wilmette last year, Russell Perry had been Director of Recreation in Aurora, Illinois, since 1935. He is a graduate of the University of Illinois.

Apprentice Fellow Takes Position

THE APPOINTMENT OF David J. DuBois to the position of Program Planning and Training Advisor under the Department of Parks and Recreation in King County, Washington, comes as a reward for the strenuous training schedule he has carried in Tacoma, Washington. Under the able guidance and close supervision of the Superintendent of Recreation, Thomas Lantz, Mr. DuBois' training has been thorough as well as extensive.

David DuBois was granted a Henry Strong Dennison Apprentice Fellowship in the spring of 1947. His teaching experience and study in public administration at Denver University had been interrupted by the war. In the Army from 1943 to 1946, his service included information and education and public relations work. Mr. DuBois' background in journalism and his many extracurricula activities in college were of great help in preparing him for his successful experiences in coping with public relations problems and assignments for the Army newspaper while he was in Austria with the 83rd Infantry Division. After military service, Mr. DuBois enrolled at Columbia University where he received his Master's Degree in the field of social science.

Note from Berlin

"AT LAST I'M on the job here and what a job there is to be done! In spite of the suffering from cold and hunger, hundreds of young people are alert and keen to work out new ways of doing things. For the past month I've been working with these young people as well as with the Burgermeisters and other community leaders on a leadership training project. The great need for this was apparent before I'd been here a week.

"We're opening January 19 and will be able to give special recreation and community service training to about 1,500 this winter and spring."

This note was received from Howard Johnston, recently appointed Director of Youth Activities in the American zone in the Berlin area. Mr. Johnston and Austin Welch were the two men selected by Dr. C. Arild Olson, liaison representative between General Clay's staff and the Civil Affairs Branch of the Military Government in Germany, who made a trip last spring to the United States in an effort to recruit a number of educators and two youth serving directors. Dr. Olson came to the National Recreation Association for assistance in locating the latter two. Several prospects were suggested and Mr. Johnston and Mr. Welch were selected.

Howard Johnston was trained on the Association's apprentice program prior to the war. Before seeing service for several years in the South Pacific during the war years, he had served as Superintendent of Recreation in Centralia, Illinois.

Austin Welch served on the local staff in Cincinnati, Ohio, and as State Director of Recreation for the WPA in Kentucky, and more recently as Recreation Specialist with the Federal Public Housing Authority. Mr. Welch is now Director of Activities in the Greater Hesse area of Germany.

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JACK KRAMER

DASH MARKING

For easy identification on the courts Wilson Championship tennis balls are stamped with dash marks—1 to 4 dashes.

Jack Kramer and Bobby Riggs, the world's top-ranking tennis players, put a racket through grueling tests as to performance and durability. It *must* perform and stand up. These champions have used Wilson rackets and Championship balls exclusively since their earliest amateur days . . . and still do. Don Budge, Alice Marble, Pauline Betz and Mary Hardwick also use and recommend Wilson. There is no stronger endorsement than this . . . no better basis upon which to choose and specify tennis equipment. Wilson "Strata-Bow" rackets and "Championship" balls will provide your recreation program with the finest.

Players mentioned are retained as members of the Wilson Advisory Staff.

Wilson *The LAST WORD in Sports Equipment*

V. K. Brown Retires

"STEPPING OUT, what can one say in farewell to his associates of so many years?" So spoke V. K. Brown as he retired in February from his position as Chief of the Recreation Division of the Chicago Park District.

"If the years have taught me any wisdom at all for a final word it is this: Don't let yourself get into ruts! Something dies in both you and the service when you go stale. . . . Lie awake nights if you have to, but keep your programs fresh! Aim always at doing big things together, as a whole department. . . . Tackle things tough enough to require the united effort of all of you."

In honor of the sixty-five-year-old leader who served Chicago for twenty-eight years, Howard Braucher, President of the National Recreation Association, has written:

"Since 1909 I have known V. K. and always as a personal friend and comrade. Of course sometimes we have differed profoundly on matters of policy, but V. K. has never wanted for his friends only those who agree with him. Always V. K. has been original, creative, with the spirit of a pioneer, facing problems from the human point of view, concerned more, it seemed to me, over the quality and the spirit of the recreation service than over quantity. From his early days he has been a statesman and a leader. In congresses and district meetings and in individual conferences he has ever been ready to make his experience available to others. The load he has carried in Chicago year in and year out has been exceedingly heavy, but he has seemed to carry it with ease and always with distinction."

L. H. Weir, field secretary of the Association, also pays tribute to Mr. Brown:

"Among the leaders of the nation who have mightily advanced the recreation movement in America, V. K. Brown is distinguished by his vision, wide range of knowledge, interpretative powers, leadership qualities and organizing ability. His forty years or more of service in the recreation movement have been lighted by a missionary zeal and a fervent belief that within leisure hours people individually may find the opportunity for joyous and more abundant living and that the spirit of friendliness and neighborliness in communal living may be made the prevailing rule."

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A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education

A composite guide of 125 pages developed by 65 authorities in a National Facilities Conference sponsored by fourteen national agencies and associations.

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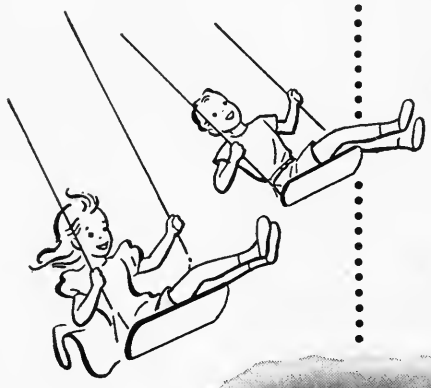

Varied as a 3-ring circus—yet oh! so compact and so economical! That's the Porter No. 38 Combination—a playground unit that packs six different kinds of funful, healthful recreation into a ground area of only 20 x 30 feet! Just look at the variety—Two Standard See-Saws, one Horizontal Bar, two Swings, a pair of Flying Rings, one Trapeze and one 16-ft. Porter Safety Slide—plus the sturdy 10-ft. steel frame that is galvanized inside and out and held rigidly together with Tested Malleable Iron fittings of exclusive Porter design. Write today for the surprisingly low price, and complete specifications.

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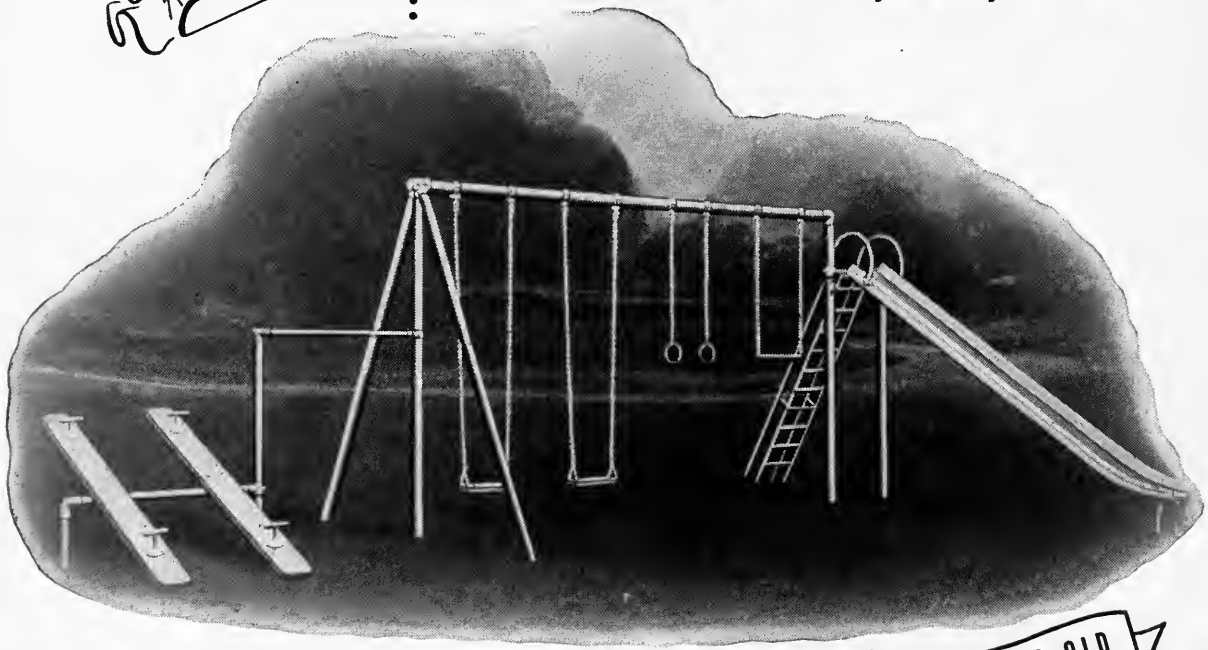

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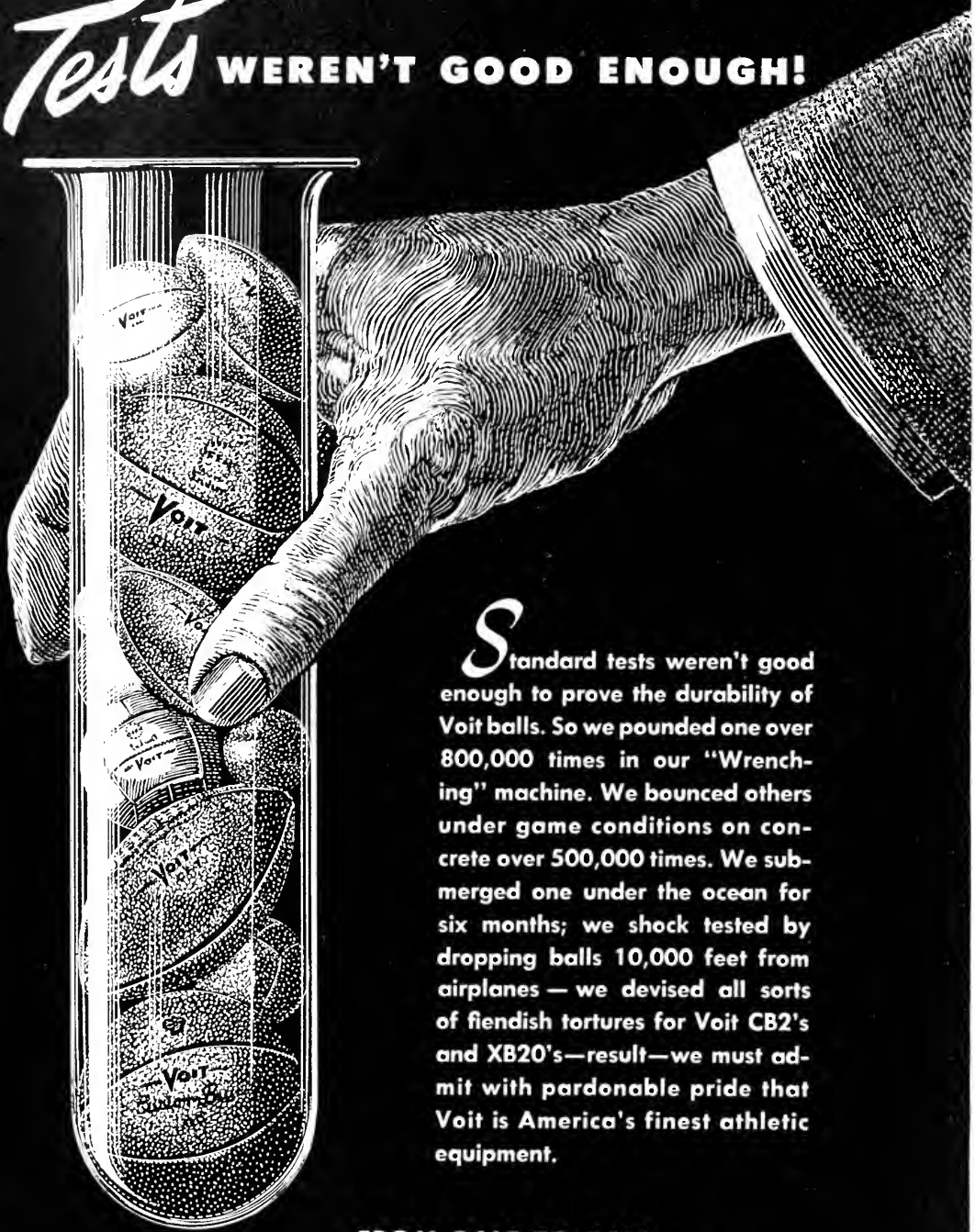
*Reg. U. S. Pat. Off.

Recreation Training Institutes

April and May

HELEN DAUNCEY Social Recreation	Eugene, Oregon April 7-9, 12, 13	Don January, Director of Recreation
	Yakima, Washington April 19-23	Howard Schaub, Director of Physical Education, Board of Education
	Tacoma, Washington April 27, 28; May 4-6	Mrs. H. S. Whitman, Council of Social Agencies
	Spokane, Washington May 10-14	S. G. Witter, Director of Recreation
	Boise, Idaho May 17-21	Bob Gibbs, Director of Physical Education
	Idaho Falls, Idaho May 24-28	Jim Infelt, General Secretary, Y.M.C.A.
RUTH EHLERS Social Recreation	Memphis, Tennessee April 19-23	Chauncey Barbour, Superintendent of Recreation
	Frankfort, Kentucky April 26-30	Alfred Elliott, Superintendent of Recreation
	Chattanooga, Tennessee May 3-7	Ed. Hargraves, Superintendent of Recreation
	Birmingham, Alabama May 10-14	Miss Agnes C. Henagan, Supervisor of Recreation
ANNE LIVINGSTON Social Recreation	Punta Gorda, Florida April 8-10	Dean B. C. Riley, University of Florida, Gainesville
	Fort Pierce, Florida April 12-14	
	West Palm Beach, Florida April 15-17	
	Miami, Florida April 26-28	
	Kansas City, Missouri May 24-28	Woodrow Austin, 2403 Tracy Street
FRANK STAPLES Arts and Crafts	Miami, Florida April 5-16	Pete Roberts, Superintendent of Recreation
	Miami Beach, Florida April 5-16	B. B. Wheeler, Superintendent of Public Recreation
	Pittsfield, Massachusetts April 26-May 7	Mrs. Corinne Conte, Supervisor of Girls, Park Commission
	Syracuse, New York May 10-21	Mrs. Helena Hoyt, Superintendent of Recreation
	Omaha, Nebraska May 24-28	R. B. McClintock, Superintendent of Parks and Recreation, 601 City Hall
	Jefferson City, Missouri May 31-June 4	Ben Porter, Director of Parks and Recreation
ALICE VAN LANDINGHAM Social Recreation	Parkersburg, West Virginia May 10-14	William Pearson, Director, Wood County Recreation Commission
GRACE WALKER Creative Recreation	New Haven, Connecticut April 5-16	Norman Watts, Director, Dixwell Community House, 98 Dixwell Avenue
	Providence, Rhode Island April 19-23	Joseph G. Le Count, Secretary, John Hope Community Association, 103 Westminster Street
	Dayton, Ohio April 26-30	Clarence L. Thomas, Executive Director, Linden Community Center, 334 Norwood Avenue
	Tuscaloosa, Alabama May 3-7	S. W. Washington, Jr., Tuscaloosa Community Center, 3005—18th Street
	Chattanooga, Tennessee May 10-14	Ed. Hargraves, Superintendent of Recreation
	Toledo, Ohio May 17-21	William A. Smith, Jr., Executive Director, Frederick Douglass Community Association, 201 Pinewood Ave.
	Kansas City, Missouri May 24-June 4	Woodrow Austin, 2403 Tracy Street

THE *Tests* WEREN'T GOOD ENOUGH!



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America's Finest Athletic Equipment

Authors in This Issue

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Flower Arrangement, by Matilda Rogers. The Woman's Press, New York. $1.50.

Games for Two, by Albert H. Morehead and Geoffrey Mott-Smith. The John C. Winston Company, Philadelphia, Pennsylvania. $2.00.

Good Housekeeping Needlecraft Encyclopedia, The, edited by Alice Carroll. Rinehart and Company, New York. $3.75.

Highpockets, by John R. Tunis. William Morrow and Company, New York. $2.50.

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Covering the Leisure Time Field

The Trip Camp Book

Girl Scouts, National Organization, New York. $.75.

EVERY YOUNG PERSON dreams of following winding streams and side roads, of sleeping under the stars. Here is a pamphlet to help make that dream come true. Dealing in detail with planning, preparation, camp sites, budget and equipment for a variety of trip camps including the walking trip, bicycle trip, wagon or pack trip, boat or canoe trip and motor trip, it is a guide for both leaders and trippers. Here are suggestions as to how to make trip camping an experience long to be cherished.

Good Times in the Rural Church

Edward L. Schlingman. The Christian Education Press, Philadelphia. $1.25.

WELL WORTH LOOKING into is this pamphlet which explores the possibilities of good fun with farm or near-farm inhabitants. It deals with such subjects as facilities, organization of program, year-round activities and games for various ages, leadership tasks, cooperation between the church and the school and the home, and home play. An excellent bibliography for a recreation library is included.

Nature Quests and Quizzes

Raymond T. Fuller. John Day Company, New York. $1.50.

A UNIQUE VOLUME that offers fun and instruction to every reader. The book is in two parts—the first, a series of one hundred nature-quests such as "Finding a Spotted Salamander" or "Telling the Age of a Tree." The second part is made up of one hundred nature questions enabling you to examine yourself, or to put the questions to your friends. An entertaining and amusing introduction to nature study!

Child's Book of Carpentry

Jeanne Taylor. Greenberg: Publisher, New York. $2.50.

CHILDREN LIKE TO build things. This little book, written for the young child himself, is simple in text, filled with colorful drawings, and gives six different projects for the child to construct—a boat, a bookcase, a footstool, a chest, a picture frame, a chair—explaining the various steps, necessary tools and their proper use. An appendix offers sound advice to the parent or teacher. A book to help children learn to make useful things and to gradually develop skills which will give them great pleasure.

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TO YOUNG WORKING GIRLS — WHETHER IN LOVE OR NOT

When a young girl goes to work, she is apt to look on her job pretty much as a fill-in between maturity and marriage.

Whether in love or not, she's confident that a handsome breadwinner will come along . . . to provide her with a nice combination of bliss and security.

"So why," she may ask, "should I save money out of what I make?"

There are a number of reasons why—all good ones. For example:

(A) The right man might not happen along for some time.

(B) Having money of her own is a comfort to *any* woman, no matter how successfully she marries.

So we urge all working girls—if you're not buying U.S. Savings Bonds on a Payroll Plan, *get started now.*

It's an easy, painless, and automatic way to set aside money for the future. In ten years, you'll get back $4 for every $3 you put in.

Remember, girls—having money of your own may not make you *more* attractive, but it certainly won't make you *less!*

AUTOMATIC SAVING IS SURE SAVING — U.S. SAVINGS BONDS

Contributed by this magazine in co-operation with the Magazine Publishers of America as a public service.

Playground Program Suggestions

You can never tell these days whether the sun is going to beam on play activities or be interrupted by a sprinkling of rain. So it's best to be prepared for all emergencies. Fun is fun whether you're outdoors or forced by temperamental clouds to run for shelter. The following list of material, obtainable from the National Recreation Association, should be of great assistance to you in planning all-weather recreation programs.

ARTS AND CRAFTS

Arts and Crafts for the Recreation Leader...$1.50
(A comprehensive book with illustrations, general information, a project outline and a section giving directions for making various articles.)

Craft Projects that Can Be Made with Inexpensive and Discarded Materials (MP 256). .20

Let's Make Things (MP 274)..... .35
(A handcraft party.)

Liberty Ship Models (MP 363)..... .35
(MP 364)..... .25
(Plans for making model liberty ships. The plans contained in MP 363 are more elaborate.)

DRAMA

Easy Stunts (MP 233)..... .10

Entertainment Stunts (MP 170)..... .10

How to Produce a Play..... .50
(The steps involved in play production from choosing the play to the final check-up are outlined, with suggestions for make-up, costuming, lighting, and scenery.)

Play Production Made Easy..... .50
(A guide for the inexperienced play producer. Also includes pantomines, skits and very short plays.)

GAMES AND SPECIAL ACTIVITIES

Day Camping ..... .50
(Organization, administration and program for camping fun.)

88 Successful Play Activities..... .60
(These activities run the gamut from kite flying and marbles to music, drama and winter sports.)

For the Storyteller..... .50
(Stories to tell and how to tell them effectively.)

Games for Boys and Men..... .50
(He-man activities! Active and quiet games, stunts, contests and other fun-filled ideas.)

Games for Children..... .50
(Activities for a variety of ages, from tiny tots up to teensters.)

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Hands Up ..... .35
(Hand games, tricks and finger play.)

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(How to create the "greatest show on earth.")

Treasure Hunts (MP 212)..... .10
(Excitement, adventure and loads of fun in these hints for hunts.)

MUSIC

Action Songs (MP 325)..... .20
(Songs which provide fun and exercise for large groups where space is limited.)

Annotated Bibliography for Music Leaders in Camp, Playground, Recreation Center (MP 303) ..... .15

Community and Assembly Singing..... .60

SIMPLE SQUARE DANCES AND DANCING

Barn Dance Returns, The..... .15
(Complete plans for a rollicking and fun-filled old-fashioned barn dance.)

"Good Morning," by Mr. and Mrs. Henry Ford ..... .50
(Old-time dances with music, calls and figures.)

Musical Mixers and Fun for Threesomes.each .50
(Both booklets contain suggestions for gay dancing activities with almost any number of participants.)

SOCIAL RECREATION

Indoor Carnival ..... .10

Money-Raising Stunts (MP 11)..... .25
(For fun and funds.)

Pan American Carnival (MP 312)..... .25
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Twice 55 Games with Music, published by C. C. Birchard and Company..... .25
(Singing games and rounds for all age groups.)

"EXPERIENCE has taught me that you can expect cooperation from the public in the care of parks and recreation grounds only if you give them the best; that is, if you give them something that is obviously suitable, adequate, durable, and perhaps even a little imposing. Shabby playgrounds get pretty rough treatment from the average boy. They give him nothing to be proud of."

—*Robert Moses* in "You Can Trust the Public," *The American Magazine,* July 1938.

RECREATION

MAY 1948

Price 35 Cents

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DON'T MISS: The article—*To Do Honor*—on page 59, for suggestions to celebrate the observance of Joseph Lee Day. It's never too early to start planning for a *successful* program.

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RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscription $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

May 1948

ABBIE CONDIT

August 31, 1883—April 18, 1948

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The great job of the recreation movement is to find the people who have the gift of helping to keep all of time and existence alive.

We get more and more of mechanism. Men become more and more perfect mechanisms in using the automobiles, the airplanes, the submarines they have created. It becomes increasingly important that, with the multiplication of societies and agencies and boards, with the growing complexities of all our machinery, we help man himself at the center to keep out of the revolving machinery long enough each day to live and to realize that keeping himself living and others living is more important than all the machinery of the world.

What will it profit the universe if we develop the most complete and the most perfect machinery and build ourselves into machines at the center—very perfect machines but still machines—and pioneer man becomes relatively smaller and smaller and relatively more and more insignificant?

If man himself becomes a machine we have a cold universe.

It is important to have a movement, a recreation movement that stands for men helping each other cooperatively to remain alive in the universe.

HOWARD BRAUCHER.

On the eve of going to press we have received the sudden and sadly distressing news that a dearly loved fellow worker has left us. We take this brief opportunity to notify all those who came to know and love her during her thirty-six years of service to recreation and her many years as managing editor of Recreation. On the following pages of this insert, a co-worker speaks for us all.

In the next issue of the magazine we shall attempt to give voice to the sincere tribute to Abbie Condit which we carry in our hearts.

They Say ▸▸▸

THEY SAY that Abbie Condit died last Sunday. They say that she had lobar pneumonia, and that her heart gave up and stopped beating.

We who knew Abbie know it isn't so. Her heart would never give up. Not Abbie's!

There are those of us who will always hear her laugh reverberate through this office—her hearty, robust laugh that reached every corner. We shall still turn and look toward her desk, and laugh with her, not knowing why, but caught up in her infectious gaiety.

There are those of us who will look for her at luncheons, to pass our ice cream over to her. We shall look around at the Congress, and still say "Where's Abbie?" We shall still see Abbie coming to breakfast with a small bunch of wild flowers she'd picked before any of us were awake. See her shelling peas out under a tree; hunting for wild strawberries —and eating shortcake with that rich enjoyment she gave to everything.

For there are many with talents, great and small, but few people with that most important talent of all—the talent

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of living—of love and zest for life.

Abbie's heart give out? Abbie's heart was big enough to hold every friend she had ever had, from childhood on. Not in the mild, half-hearted, half-forgetful way most of us have—but close and warm and generously.

She loved People. She loved Places. She loved Things. Most of all, she loved Life.

And with this great zest there was no malice, no cynicism. She took life with a childlike enthusiasm and enjoyment. Her warmth warmed us all. We all talked better when Abbie was around. We laughed more. We felt comfortable, relaxed, and gay.

Abbie's heart give up? Does the sun give up when it's behind a cloud? Does summer disappear with snow? Does music stop when the orchestra goes home?

Abbie's heart stop? Not *Abbie's!*

Co-workers at the
National Recreation Association

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Recreation

May 1948

On Keeping Alive

There is tremendous need for space for recreation. There is tremendous need for baseballs, bats and all kinds of recreation things.

But the space, the centers, the things should create an inner spirit of preventing children from going dead, of keeping youth really keen, of making it impossible for young married folks to feel they have gone stale, of helping old people in their wisdom to chuckle and be willing to be as happy as little children.

All living cannot be taken out of the home, the church, the club, the factory, the store and transferred and concentrated in places with bright electric lights marked "Recreation Centers."

There's got to be a degree of living pretty nearly everywhere or there's not going to be much of living anywhere. Because golf and tennis and all kinds of games played by "dead" people are not really games.

The great job of recreation spaces, recreation centers, recreation things, recreation leaders is to keep people alive everywhere.

The great job of the recreation movement is to find the people who have the gift of helping to keep all of time and existence alive.

We get more and more of mechanism. Men become more and more perfect mechanisms in using the automobiles, the airplanes, the submarines they have created. It becomes increasingly important that, with the multiplication of societies and agencies and boards, with the growing complexities of all our machinery, we help man himself at the center to keep out of the revolving machinery long enough each day to live and to realize that keeping himself living and others living is more important than all the machinery of the world.

What will it profit the universe if we develop the most complete and the most perfect machinery and build ourselves into machines at the center—very perfect machines but still machines—and pioneer man becomes relatively smaller and smaller and relatively more and more insignificant?

If man himself becomes a machine we have a cold universe.

It is important to have a movement, a recreation movement that stands for men helping each other cooperatively to remain alive in the universe.

HOWARD BRAUCHER.

A young man's fancy . . .

Everybody Dances

"Folk dancing is the spirit of democracy set to music"

IRVING SPERGEL

FOLK DANCING BRINGS together Americans of the most diverse origins. Here, people of different races, nationalities, and religions dance to the folk rhythms of all lands. They dance a Danish Polka, an Italian Danza, or a plain old American Square. All have fun as they shout and clap and sing; and everybody dances.

At the folk dance there is no problem of race discrimination or group hatred. There is friendly accord as everyone participates on equal terms in the swiftness and exuberance of the dance. But it is even more than this. In each dance it is as if every person on the floor is made to feel the very character and spirit of the nationality or people from which the dance has sprung. If the dancer is doing a Hooshig Mooshig, he feels as if he is an Armenian; if the music is for a Hopak, he is a Ukrainian; if he is dancing the Danish Little Man in a Fix, he, of course, has to be a Danish little man in a fix. To dance the dances of other nations is to know and accept these other peoples as equal fellow humans.

At a folk dance there is no need to teach and repeat over and over again the dry classroom lesson that all persons are equal. Here it becomes a joyous experience which participants can never forget. Whoever comes to a folk dance must carry away some part of this exulting spirit of friendship.

I remember the story of a girl who was taken by a cousin to her first folk dance. Since early childhood she had been taught to regard Negroes as inferior beings. When she walked on to the dance floor, she was shocked and annoyed at the sight of several Negroes among the dancers. Only the certainty that an abrupt departure would embarrass her in the eyes of her host prevented her from leaving. She sought out white partners and got through a Swedish Hambo and a Ukrainian Hopak without mishap.

The third dance was an American Square and, with the shifting of partners, she found herself with a Negro. However, the spell of the music and the proximity of the gay company had been working their effect. She was no longer disturbed by the color of her partner's skin. She saw him simply as another gay smiling figure. She spoke with him and discovered he was a graduate student from a local university.

A Jewish boy of my acquaintance had a similar experience. He had been raised in an orthodox home, and his friends and interests were restricted to those of his own religious and cultural background. Through the years a wall of distrust for people of other nationalities had been built around him. On this particular evening he had walked in among the dancers before he found out that the dance was not sponsored by a Jewish organization.

But it was too late. As he turned to leave, a pretty dark-haired girl in need of a partner insisted that he join her. Ill-at-ease, he was forced to the center of the floor. He stumbled along as he tried both to keep time with the music and extricate himself from an unfortunate situation. However, the infectious rhythms were not to be denied. He began to relax and enjoy himself. His spirits were not at all dampened by the discovery that he was dancing with a Rose Ferrucci.

The transformations which took place in the

young girl and the Jewish boy are not unusual. They have happened time and again. False ideas and warped emotions, products of years of narrow community influence, are changed in the swift passing of a three-hour session. Anti-Semitism, Anti-Catholicism, and Jim Crowism disappear. A sense of the similarity of all peoples is born from the fun and informality of folk dancing.

Although improving group relations has been an important contribution of folk dancing, it has served communities, groups and individuals in other ways. During the war years, when USO officials found that popular dancing attracted too few servicemen, folk dancing sessions were arranged—and the turnouts were tremendous. Since the war it has served as a therapeutic activity in rehabilitating physically and psychologically wounded servicemen. It is a vigorous form of exercise. Three hours of continuous folk dancing are sufficient to give any beginner assorted aches and pains the following morning.

Folk dancing is as old as the folkways from which it springs. From the beginning of time, man has devised religious and esthetic bodily movements set to the rhythm and the beat of the drum. No land has lacked its native dances. In America we have had Indian, cowboy, and square dances. The square dance springs from a conglomeration of European folk dances. Its origin can be traced to the influence of the European peoples who came to America in the early colonial days. In the nineteenth and twentieth centuries, immigrants came over in great waves and brought with them a myriad of dances from the old country. But, at first, each group restricted its folk dancing to a particular national or sectional variety. It is only recently that successful efforts have been made to introduce the dances of other lands to all groups.

It was not until the folk dancing sessions at the New York World's Fair in 1939 that the popularity of folk dancing of other countries was definitely acknowledged. Primarily responsible for this achievement was Michael Herman, who, during the war, led the folk dancing affairs at Camp Upton. In 1940 he and his wife established the New York Community Folk Dance Center in Manhattan. Since then it has grown into the largest and most influential organization of its kind in the country, having a membership list of ten thousand people.

Folk dancing groups are found in at least twenty-four states throughout the country. In the big cities and in rural areas, on college campuses and in high schools, in spacious halls and small spare rooms the movement has grown.

There is a State Folk Dance Federation of California, with sixty member groups. All told there are more than sixty thousand men and women from every conceivable station in life enrolled as members of folk dance societies in the country. Truck drivers, professors, housewives, chorus girls, business men, students, farmhands, and office clerks come to enjoy the experience of getting along with each other.

Folk dancing is known in many countries as a means of cementing friendly relations. While in the Army, I made the acquaintance of an old Frenchman who lived in a village, high in the French Alps. He spoke with pride of the folk dancing custom which prevailed among the villagers. Each Sunday, from eleven in the morning until eleven at night, everyone who was not confined to a wheel chair, an invalid's bed, or a baby's crib danced in the main square. He claimed that folk dancing kept the village peace. He said that during the week the peasants quarrelled with one another over rights to grazing land; they were on bad terms with the local officials who too strictly enforced government regulations on raising and marketing livestock. My friend waggishly suggested that the high altitudes aroused their tempers. He added:

"You see, on Sundays we dance so hard and long we sweat off and lose our ill tempers. By the end of the day we have learned to enjoy our neighbor's company. We have stored up enough peace and goodwill to last for the entire week."

Folk dancing is one of the best ways of bringing peoples of different backgrounds together. Books and preachments, long lectures and ingenious methods of indoctrination are but feeble secondary efforts. It improves intergroup relations because ordinary men and women are brought into actual face to face participation on full and equal terms in a common activity.

Folk dancing is the spirit of democracy set to music and bodily movement. It is a microcosm of a democratic society—which can exist only as its people live in harmony and understanding with each other.

"In America, because we are so close to the frontier period, we are just awakening to our rich heritage of achievements and blending cultures—our history. We are beginning to link together the separate prides and outlooks into a nation of one people with the heritage of all."

From *Preservation of History.*

During a recent European tour, the author was impressed with the widespread enjoyment of hiking in countries visited. Here she points out ways of getting real pleasure from this simple activity which is available to everyone.

HOW TO HIKE

Betty Carlson

So YOU DON'T like to hike?—Well, maybe you don't know how. Hiking is not merely walking; not merely a physical activity in which you stride along the road thinking—"My this is good for me. Isn't this wonderful exercise?" It IS wonderful exercise, but if you limit your thoughts to just that, you will think of your hike as something arduous, something you have to do, and you will soon become bored or fatigued.

To get the true zest out of hiking, I often read a little Thoreau before striking out. It is surprising how a chapter or two from *Walden* will put you in a meditative frame of mind, and will help to erase some of your daily tensions or worries. The first line of preparation for a hike that is to be more than mere walking is to get your mind in a receptive and contented mood. Experiment with the above prescription for a bit of reading.

For warm weather hiking wear a loose, baggy jacket with wide, deep pockets to pack along your lunch, a sketching pad and pencil, a newspaper, and a 'kerchief. You will bulge slightly on the sides, but small matter—where you are going; and it is so much better than carrying your impedimenta in your hands.

Prepare yourself a tasty lunch of several sandwiches with your favorite cheese and cold meat, and also include some cookies and an apple. Even though you are not an artist or writer, include the sketching pad and pencil. You will be surprised at the number of things you will want to record. Include the newspaper to sit on; not to read. If you are planning to READ the newspaper on some grassy hill-top overlooking a sweet val-

Start out in a relaxed manner, have no specific goal in mind, no set time to return; take your time, look around, just let the beauty of the day carry you on.

ley, you may put down this article; this is not for you. The 'kerchief may be used to carry home berries, or for most any purpose. Wear comfortable shoes, sturdy socks, well-made slacks (dungarees are ideal), a skivvy shirt next to your skin, cool underclothing, and a sport shirt with an open collar. Frankly, it matters little what you wear, but do be comfortable. You are ready to take off.

Start down the road in a relaxed manner; have no set time to return, no specific goal in mind—just let the beauty of the day carry you on. Steer for a non-congested area as soon as you can; it is difficult to get into a relaxed mood when you are hemmed in by people, buildings, and traffic. If you live in a large city, take the bus or streetcar to the end of the line, and then begin your hike. Don't exhaust yourself fighting city traffic. Once away from the city proper you soon should happen upon a quiet road.

Take your time, look around, stop and watch a couple of birds grubbing for supper, maybe sketch an unusual tree, find a straight stretch in the road and hike briskly; and all the time feel yourself a part of this quiet scene. Don't be afraid of your own thoughts, let your mind roam freely, look to the sky, listen for different sounds, respond to the rhythm of your step.

Don't walk until you are exhausted. Rest frequently; and when your sense of timing tells you it is high noon, start scouting for the ideal spot in which to pause and enjoy those sandwiches. In looking around, there are several things to keep in mind: first and above all, you want a lovely view; so start looking up. Then consider the wind and the position of the sun. Try to pick a grassy knoll, sheltered from the wind, high on a hill, with the sun shining directly down on you; and don't forget the view.

You will have much fun hunting this spot, and often times just the place you want will be quite inaccessible; but, I wager, if you are a real hiker, you will make it.

Once you enter your private outdoor dining room, be particular about details. Clear off a spot, place some twigs on the ground against a fairly good-sized rock, spread your newspaper, take off your jacket, get out your luncheon, and settle back to enjoy a banquet. You will feel like a king—at least you are king of that knoll or mountain. You will marvel at the delicious flavor of your sandwiches, the cookies will be so much honey, and the apple, sheer ambrosia.

After you have satisfied your appetite, adjust your position slightly, and settle back and completely relax. For the supreme feeling of all, close your eyes and try to imagine your co-workers in the city, pushing their way through the cafeteria line, gulping down a meager bowl of soup, fighting their way through crowds, and rushing back to the office. You better go home and read a little more from Thoreau; you are harboring mean thoughts!

This is all well and good for warm weather, you are thinking, but what do you do the other six months of the year? Do not let the coming of winter frighten you away from hiking. Of course, you will have to make some radical changes in the procedure suggested above, but the first idea still goes. Prepare yourself in the same way as for the fair weather hike. Again try a bit of thoughtful reading to put you in the right mood, perhaps one of Emerson's essays. Dress yourself in your warmest clothing—sweater under your jacket, a scarf, warm gloves, ski pants, and sturdy boots. If it is definitely cold, start out hiking briskly. You will soon warm up if you have dressed carefully. One of the main things in a winter hike is to keep it short, unless you are conditioned to being outdoors in cold weather. You are moving so briskly you probably will get just as much exercise as on a long leisurely hike on a warm summer day.

You may not do much leisurely thinking on the winter hike because of this need for briskness; but the ideal time for that comes after the hike. You can't help but feel satisfaction when you come back into your room. It's cozy and warm inside, and you particularly appreciate it after your taste of the out-of-doors. Your feeling of stuffiness will be gone. Stimulated by the reading you did before, and by the fresh air and exercise that you have just had, you will be happily surprised at the alertness of your mind. This combination of reading, hiking, and thinking can do a creditable job toward filling in those dangerous off hours when you do not know what to do with your time.

Once you develop the hiking habit, you will find no such thing as an uninteresting, unplanned day stretching ahead of you. You will always have something different and interesting to look forward to when you know your day is going to include a hike. Hiking can be and is fun, be it a long tour, or a short walk, in a blizzard, or on a sunny beach, with a crowd, or by yourself. It is so easy for too many of us to neglect so obvious an activity as this.

Emerson wrote in one of his essays that we have keys to all doors; therefore, let's get outside and explore. Who knows, we might find one on our next hike that has been closed to us in all our previous years.

A Short Tale of Sprout

Ralph Griffin
Eleven years old

I WAS ON MY way to school on a morning in May when I rescued Sprout from a bunch of boys who had just stoned to death his mother and two of the baby birds in the nest, and destroyed his nest, too. The Father Brown Thrasher was frantic in his helplessness, but I was able to save one of the babies who had hopped over in the bushes and hid. Soon as I picked him up I knew I was going to name him Sprout; it fitted the little fellow so perfectly. He was all pin-feathers with a little half inch long sprout of a tail.

From his first home on the school yard, he came to his new home with me that afternoon to the Hillsborough River State Park. My two sisters and I caught grasshoppers morning and night for him for three days. As we had to leave enough grasshoppers for my mother to feed him while we were at school, it meant that we really had to find those grasshoppers, because he certainly had a constant appetite.

The third evening we noticed that he seemed to be losing his strength and growing weaker, though we were feeding him all we were able to get for him. It worried us because we were all so fond of him, but it seems that we were not the only ones that were worried over Sprout. A Mother Brown Thrasher in our yard, that had been building her own nest, heard his cry too. I still cannot understand how she was able to tell by his cry that he was a Brown Thrasher but she did because at that time our whole yard sounded like a Baby Nursery, with the cries of all the different kinds of young birds all crying at once for their mothers. His cries were soon too much for her and she let her own nest building go for the time being and spent the whole afternoon on the outside sill of our screened porch, calling and coaxing to him. When I came in from school he was out of the canary cage I had put him in, and down on the floor as near to her as the screen would permit.

The next morning he was almost too weak to have any interest in eating; but early as it was, the Mother Brown Thrasher was outside of the porch again, calling to him and trying so hard to get into him. It was then that I decided to give her a chance to see if she could do anything for him, though we had never heard of a bird adopting another bird's young as her own. There was a chance she might be able to do more for him than we could; she was so anxious to try anyway. I put him in his box, with the nest I had made, up in a large myrtle bush right by the porch and hurried back inside. I had hardly returned to the house and got to a window to watch before the Mother Thrasher flew up to the box to look at him and then off she dashed. She was back in a minute with four bugs and a worm in her bill. It's a sight I'll never forget—a fat worm hanging half out of her bill, the grasshopper legs sticking out both sides of her bill. She had all she could possibly carry. Up she jumped to his box and down his throat it all went. She said something to him and away she went again; and back again with all she could carry. This serving consisted of berries with a large bug. She fed him so much he soon fell asleep, and there she sat up above him, calling to him with her bill full. Every time she'd call him she'd drop a berry and have to jump down for it again. She was rewarded though for all her work because when he awoke he was so full of pep she soon had coaxed him down out of the tree. I put him back up in the box three times but when I had to go help my mother she got him down, took him over in the myrtle hedge, and hid him there.

I could hardly bear losing him but finally decided to let her have her chance at raising him since she wanted him so badly. She could do so much more for him than I could. We were able to see him over in the hedge without going too near to him; and his adopted mother certainly worked

to feed him. It seemed as if she never ceased hunting food for him; she would even be out in the rain dashing around hunting food.

Three days after she took him off, the heavy rains started. We were all worried because we were sure he would never be able to live through those downpours without a nest. Finally, I went out in the rain to look for them, and I found them easily enough; she had him up in an oak tree, covering him with her feathers. I never worried over him anymore.

When he was half feathered out and could get around good, he decided he wanted to go off with her every time when she'd go off to get food, and would run halfway out in the yard; and then she would have to whip him back with her wings until she could get him up into his tree again. Much as she loved and spoiled him at times, he received his discipline too.

When he was big enough to fly and could feed himself, she left him and went back to her own neglected nest which she had been building. The first week she left him he was a very sad and lonely bird, and just couldn't believe what had happened to him. After a few days he came to accept it and we have been feeding him around our door ever since.

It took two of us to give him his second chance at life. The credit all goes to a very kind hearted Mother bird, though I think we will always think of him as our own special little Sprout.

*Reprinted from the Florida Park Service *News*.

The Year's at the Spring!

"Can you see brighter signal fires blazing from the hills? This is the season for hearts to become warm again. The seeds of hiking, fishing, and camping are pushing through the crust of artificiality. Camp leaders are planning to bring childhood a better harvest.

"If a camp means more than the counting of noses, it must mean a society which works, explores, and experiments. Anyone who has visited a real camp knows that there is no loafing. Everyone is heart and soul interested in work. Camp provides the simple life. . . . It is a community which sends its citizens back home with better habits, better moral codes, better social thought and action, and better attitudes and aspirations." *—Dr. William Gould Vinal, University of Massachusetts, Amherst, Massachusetts.*

Prejudices o

Catherine Mackenzie

PARENTS WANT THEIR children to play fair, to do unto others as they would be done by, and many parents think they've brought them up this way until a wave of religious or racial prejudice hits the neighborhood.

There are two ways to deal with prejudice. One is to ignore it. One is to face it.

To face prejudice is the only way to combat it, in the opinion of many educators and group leaders. They say that it is natural to have prejudices, that the first step in getting rid of them is to know that we have them. Then, they say, we can stop passing them on.

Intercultural programs for children, as Helen Trager reminds us, have been geared to adult ideas of what children are like and what they need. For years, she says, the attitude toward prejudice has been either "Let's do nothing, because we don't know what to do" or "Let's do something about it without knowing what it is."

Mrs. Trager heads the department of age-level studies of the Bureau of Intercultural Education and is now directing a research study known as "The Philadelphia Early Childhood Project." Kindergarten and first and second grades in five public schools are the laboratory for this study, conducted jointly by the Philadelphia public schools and the bureau, in cooperation with the Research Center for Group Dynamics, Massachusetts Institute of Technology.

Mrs. Trager says that the schools are an "excellent laboratory for the study of prejudice." The children are Negro, white and Oriental; Catholic, Jewish and Protestant; Italian, central European, English and Scotch-Irish in family origin.

The idea is to find out—from children, not from books—how children feel about themselves in their own group, and toward other groups; what they do and say when they fight and call names, and after that to find out why.

Here is a cross-section of remarks jotted down

e Playgrounds*

"We're moving to the country soon. I'll go to a new school then. I won't have to play with colored kids."

by teachers, printed by the bureau in a leaflet describing the first years. They appear under the heading, "Why Wait Till the Children Grow Up?"

RALPH: Joey called me a frog face. He's a lousy Polack!

CLARA: There's a Mary on my street. She goes to Catholic school. My mother says it's a shame she's a Catholic.

ALICE: But a colored girl can't be first in line!

FRANK (in a temper tantrum, kicking the teacher who has been insisting that he tidy a cupboard he purposely upset): You better stop messin' wi' me. You white cracker!

BARBARA: Paul called me a dirty Jew.

PAUL: I didn't say it for spite. I was only playing.

LOUISE: Do you visit Anna when she is sick?

JANE: No-o——. She's only the maid.

BETTY: We're moving to the country soon. I'll go to the new school then. I won't have to play with colored kids.

Now children have been shrilling taunts for at least a thousand years and how much of this sad little documentary is imitative and meaningless, how much of it is mixed up with feelings of family status, with the children's own uncertainties and fears, how much of it is tied up with a stage of growth, no one yet knows.

Until the project finds out how children get this way, its sponsors are not ready to say what can be done about it. The next step, says Mrs. Trager, is to work with teachers to "create classroom methods and materials intended to build democratic attitudes," and then to try these out to see which ones work.

In common with all thoughtful persons, the sponsors of the Philadelphia project wish to see children "able to live and play, untroubled by barriers of social class, religion, nationality, race." The first-hand approach and the assistance of teachers in this study make it unique, Mrs. Trager tells us. This is the first of a series of intensive research studies planned by the bureau in cooperation with public schools.

* * *

Judging by the name-calling just quoted, there may be something in parental claims that children find on the playground prejudices neither felt nor expressed at home.

Again there are such echoes of home attitudes as Clara's taunt, reinforced by, "My mother says . . ." and Jane's "No-o—. She's only the maid." These are reminders of that much-quoted comment by Sister Mary de Lourdes that "our prejudices begin to tell on children from the seventh month on; the tone of voice rather than the word itself carries meaning to them."

In other words, as in every aspect of living, it isn't what we say, it is what we feel that is conveyed to children. This reporter doubts that the problem of prejudice is one to be solved with our heads. In combating prejudice, we are dealing not with thought but with emotions. It is our own guess that the success of intercultural programs lies less in the methods than in the conviction of brotherhood, deeply felt, by the people who lead them. Thinking is needed. Action is needed.

But when the last treatise is written to prove that the color of our skin is an accident of climate and that all races have a common origin, we shall still have to accept the ancient teaching that all men are brothers. We shall be no nearer to goodwill among men until we love our neighbors as ourselves. In facing prejudice, the place to start is in ourselves.

*Reprinted with the permission of the author and *The New York Times.*

The rains blow in from sea . . .

Civic Center in the North

Evelyn E. Kaplan

IN A SMALL town of six thousand, on the coast of Alaska, a new civic center was opened last September. This happened in the city of Ketchikan, built among the hills and along the sea, where the rainfall exceeds 150 inches a year. In this section of the North country there are less than two months of the year when rain and cloudiness do not prevail. Ketchikan's main industries are fishing and lumbering, with most of the business carried on during the spring and summer.

Much of the town is hilly and there is very little level space in which children can play, unless they take to the streets. Teen-agers have had no place of their own, and juvenile delinquency posed a problem until the opening of the civic center. Since then, according to the Chief of Police, not a single case has been reported.

Getting the new center started was not an easy task for, here, as in all Alaskan towns, there is a great lack of money for purchases or projects. However, after long consideration, the city decided to purchase the building, and the people of Ketchikan, realizing the importance of such a project—especially in these parts—pledged their full support.

The center was officially opened to the public with an "Open House," and since then an active program has grown steadily. Staff consists solely of a director, and the center is closed only on Monday—her day off. There is no paid janitor, but members of the boys' club help with janitorial services. Members of the girls' club relieve in the canteen, which is operated by the teen-age group.

A program for four to twelve-year-olds consists of table and group games, spelling bees, sack races, roller skating, ball games, a junior choral group, story reading hour, crayon coloring, and basket craft. Junior movies are shown once weekly, with pictures chosen especially for that age group. A monthly birthday club for the children honors them with a huge cake with their names inscribed. All children in the community take part in this celebration and in other activities for that age group. The junior program is put on in the afternoons; teen-agers take over in the evenings.

The teen program includes planned and supervised activities, such as: teen-age dances every Friday night; a teen-age choral group, dance instruction class, photography club, an active Civic Center Girls' Club and Civic Center Boys' Club; classes in boxing, archery, fishing; ping pong, badminton, roller skating, table games, reading hours, basketball; a class in shellcraft, leather and copper work; dances for visiting basketball teams.

Activities for adults take the form of ping pong, roller skating, community singing, crafts classes and a monthly dance.

The center has become the meeting place for Boy and Girl Scouts, and headquarters for civic affairs, but rentals that might in any way interfere with basic activities for community boys and girls are not encouraged. All persons, regardless of race, color or creed, are invited to attend activities at the center, and a definite time is set aside for the various age groups. The community has a marked native population but thus far no difficulties have arisen, and the children work and play happily together. An attempt is made to give the children an opportunity to be of some service to the community, and to encourage them to sponsor projects and assume community responsibilities.

Plans for expansion of program to further meet the needs of juniors, teen-agers and adults of the community will be outlined at a later date.

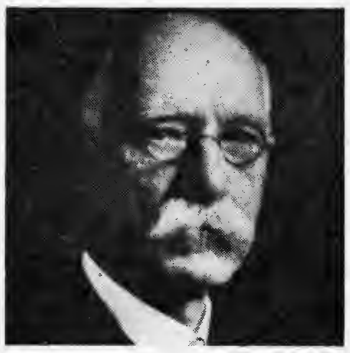
Members of girls' club enjoy serving in the popular canteen which is operated by the teen-age group . . .

To Do Honor...

PLAN EARLY THIS year to do honor to Joseph Lee—the father of recreation in America, of whom Franklin D. Roosevelt was moved to say:

"Because of his life work
Children are happier;
Youth is better served;
Men and women
Live more richly.

"His genius lay not alone
in his philosophy but in
forging the machinery to
make recreation a vital
part of American life."



Use the last Friday in July, which has been set aside as a memorial day to "The Godfather of Play," to make sure that all—young and old—get acquainted with Joseph Lee as a warm, human, fun-loving person. Refresh their memories regarding his contribution to them and to our age. Make it possible for everyone to gather for joyous celebration. Mayors sometimes issue official proclamations for the day. Some cities, such as San Francisco, set aside a full week in which to do him honor, the recreation department officially sponsoring a series of dedicated events and inviting all recreational agencies of the city to participate . . .

Before planning your program, whether it be for a day or a week, read or re-read *Play in Education,* by Joseph Lee; it's delightful; it's a "must"! Also write to the National Recreation Association for the following free bulletins: *Script Regarding the Life of Joseph Lee,* M. B. 1107; *Children Need a Place to Play* (pageant), M. B. 1235; *The Pursuit of Joy* (pageant), M. B. 1553; and *A Few of Joseph Lee's Favorite Games,* M. B. 1236. Watch for issue number six of the *1948 Playground Summer Notebook* which contains detailed suggestions for program; if you haven't subscribed for the *Notebook,* do so now.

Read up on how other cities have celebrated Joseph Lee Day. The magazine RECREATION will give you lots of ideas. Consult the following issues in your local school, college or public library: December 1937—issue devoted *entirely* to Joseph Lee; November 1939—*Spirit of Joseph Lee Day;* May 1940—*Doing It the Joseph Lee Way, A Tribute to Joseph Lee;* June 1941—*Joseph Lee Day, 1941;* July 1943—*Joseph Lee Day in San Francisco, Joseph Lee's Favorite Games;* October 1943—*Joseph Lee Day 1943;* June 1944—*Joseph Lee Day, July 28, 1944;* April 1945—*Joseph Lee Day, 1944;* May 1946—*To Honor Joseph Lee, This Day Is Ours;* May 1947—*For Joseph Lee. The Reader's Digest,* January 1940, carries a fine article entitled "Godfather of Play."

As a part of planning:

1. Talk to the mayor and try to arrange an official proclamation in your town.

2. Invite all local groups to cooperate in making this a city-wide celebration.

3. Talk to the editor of your local paper. Tell him your plans and arrange for news coverage. Try to get an editorial on Joseph Lee. (Have information at hand to give to the editor.)

4. Talk to your local radio station people and try to get their cooperation in arranging a special program. (See article on working with your local station—*A Two-Way Street,* by Robert Hutchings—in March RECREATION.)

5. Plan "Open House" on all playgrounds, and get the youngsters' help in planning a program. Tell them stories of Joseph Lee, the man whom they are to honor.

6. Plan special Joseph Lee Day material for your bulletin boards; turn your crafters loose on making some effective posters to place about the town.

Make it a bang-up affair with everyone participating—the kind that Joseph Lee, himself, would enjoy hugely. He once said:

"We do not cease playing because we are old; we grow old because we cease playing."

Recreation Salaries

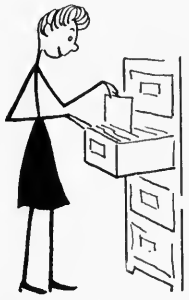
$ A Study Conducted by The National Recreation Association

THE RECREATION PROFESSION is a very young one compared with other fields open to the man or woman choosing a career today. Law, medicine, education—in each of these professions the neophyte can readily determine, in a general way, what opportunities are presented and what he can reasonably expect to be earning after five or ten years. We who earn our living in recreation, however, are in the possibly unfortunate, but nevertheless interesting, position of having to carve our own niche in the framework of society.

Enormous strides in establishing standards for recreation personnel have been made since the turn of the century, but conditions are still in a state of flux. More and more cities are coming to realize the importance of securing trained leaders for a complete year-round recreation program and, in line with this trend, one of the questions most frequently asked of the National Recreation Association is "What should we pay our recreation personnel?"

To answer this question intelligently, it is necessary to know what salaries are currently being paid throughout the country. The National Recreation Association has recently made a limited survey to obtain information on this point and, feeling that the results are of general interest to recreation workers, we are passing them on to the readers of RECREATION.

Questionnaires were sent to 207 cities known to have active recreation programs, and replies were received from 112 recreation departments in 109 cities and 2 counties. All were public recreation departments with one exception—a private agency



furnishing recreation service to the general public. The cities reporting range in population from 6,887 to 3,396,808 (1940 census). Thirty-six states and more than 6000 workers are represented in the survey.

In tabulating salaries, the highest, lowest and median salaries reported for each position were recorded. The median was used, rather than the average, to obviate the possibility of undue weighting by an extremely high or extremely low salary. ("Median" is defined as a point so chosen in a series that one-half the individuals in the series lie on one side of it and one-half on the other. Thus, 13 would be the median between 1 and 25.) Where an even number of salaries was recorded, the higher, rather than the lower, was taken as the median (i.e.: if four departments reported salaries of $3000, $2600, $2400 and $2200 respectively for a given position, the median was recorded as $2600). Where the maximum and minimum salary for a given position was reported, but not the amount paid the present incumbent, an amount halfway between the two extremes was arbitrarily assigned to that worker. No requests for additional information were made and practically no editing of reports was done. Thus the interpretation of titles has been left entirely to the discretion of the person filling out the report form.

Where cost-of-living bonuses were reported separately, they were included as part of the worker's salary. Such bonuses were reported by sixteen departments. In some cases, they represented a percentage of salary (59% for one month was the highest figure reported) and in some cases a flat sum granted to one or more of the department staff ($708 to the executive and assistant executive in one year was the largest amount reported).

In such responsible positions as executive, assistant executive and general supervisor, very few departments reported more than one worker. However, more than 889 playground and community center directors and 337 recreation leaders and assistants were reported employed on a full-time year-round basis by the various departments. Where the number employed by a department was not stated, one worker was assumed for the position, although there were probably several more.

In analyzing this survey, it should be borne in mind that it is intended to provide only a general indication of salaries currently being paid to recreation workers and is by no means definitive. Particularly in the brackets where fewer than fifteen departments are reporting, the median might well be substantially altered by the inclusion of additional departments. The highest and lowest figures for any given position are, of course, subject to change by the addition of only one report. However, it is believed that the cities reporting are sufficiently representative to give a reasonably accurate picture wherever fifteen or more departments have reported.

Salaries of Recreation Workers—1948

PART I

FULL-TIME YEAR-ROUND WORKERS

All Departments

Title	Departments Reporting	No. of Workers	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	108	110	$12,480	$2,640	$4,550
Assistant Executive ..	58	71	5,856	1,800	3,450
General Supervisor[1] ..	3	5	3,182	2,879	3,150
City-wide Supvr. of:					
Playgrounds and/or Community Centers.	35	58	5,300	1,440	3,000
Music and/or Dramatics	14	18	4,932	2,100	2,880
Athletics and/or Boys' and Men's Work[2]...	49	61	6,192	1,188	3,000
Girls' and Women's Work[2]	31	32	6,192	1,661	2,640
Arts and Crafts and/or Nature	19	21	3,924	1,100	2,640
Dancing and/or Social Activities ...	5	6	3,384	1,661	1,800
Special Facilities	13	22	6,192	1,500	2,600
Playground and/or Community Center Directors	52	889	5,400	1,080	2,460
Recreation Leader or Assistant	27	337	5,400	1,560	2,200
Specialist	4	4	2,766	1,800	2,460
Camp Director	4	4	3,576	2,700	3,516
Manager of Golf Course	23	35	6,192[3]	540	2,400
Manager of Beach or Pool	8	9	4,500[5]	1,000	3,240
Swimming Instructor.	6	46	3,288	1,800	2,820

[1] This classification covers supervision of any or all facilities and activities. [2] This classification frequently covers supervision of playgrounds and centers. [3] Manages more than one course. [4] This amount is undoubtedly supplemented by other income from the golf course. [5] This is a county worker—the highest salary paid in a city was $3,948.

Cities by Population

Under 50,000 Population

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	37	$5,800	$2,828	$4,120
Assistant Executive	14	4,200	2,000	3,480
General Supervisor	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	11	3,516	1,500	2,400
Music and/or Dramatics	2	2,400	2,400	...
Athletics and/or Boys' and Men's Work	9	3,120	1,188	2,400
Girls' and Women's Work	5	2,820	1,800	2,400
Arts and Crafts and/or Nature	2	1,500	1,140	...
Dancing and/or Social Activities	..	...	...	...
Special Facilities	2	2,350	2,208	...
Playground and/or Community Center Directors	12	2,700	1,080	1,903
Recreation Leader or Assistant	9	2,400	1,560	1,800
Specialist	..	...	...	...
Camp Director	..	...	...	...
Mgr. of Golf Course	6	2,500	540	2,232
Mgr. of Beach or Pool	2	1,729	1,000	...
Swimming Instructor	1	1,988	...	...

50,000-100,000 Population

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	28	$6,000	$3,000	$4,500
Assistant Executive	20	4,330	1,800	3,200
General Supervisor	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	5	3,250	1,440	2,400
Music and/or Dramatics	1	4,932	...	...
Athletics and/or Boys' and Men's Work	13	3,290	2,100	3,000
Girls' and Women's Work	10	3,500	1,800	2,520
Arts and Crafts and/or Nature	5	2,700	1,100	2,100
Dancing and/or Social Activities	1	1,800	...	...
Special Facilities	3	2,600	1,500	1,800
Playground and/or Community Center Directors	11	2,940	1,200	2,460
Recreation Leader or Assistant	4	3,070	2,000	2,388
Specialist	2	2,766	2,460	...
Camp Director	1	3,576	...	...
Mgr. of Golf Course	4	2,800	1,800	2,160
Mgr. of Beach or Pool	3	3,948	2,700	3,240
Swimming Instructor	2	3,288	1,800	...

100,000-500,000 Population

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	32	$7,100	$2,640	$4,680
Assistant Executive	17	5,360[1]	2,100	3,545
General Supervisor	2	3,937	3,182	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	15	4,110	2,256	3,090
Music and/or Dramatics	7	4,110	2,700	2,880
Athletics and/or Boys' and Men's Work	22	4,110[2]	1,175	3,100
Girls' and Women's Work	10	3,600	1,661	2,800
Arts and Crafts and/or Nature	9	3,924	1,968	2,750
Dancing and/or Social Activities	4	3,384	1,661	3,000
Special Facilities	6	3,120	2,256	2,670
Playground and/or Community Center Directors	19	5,400	1,517	2,487
Recreation Leader or Assistant	9	5,400	1,655	2,580
Specialist	2	1,800	1,800	...
Camp Director	2	2,880	2,700	...
Mgr. of Golf Course	11	4,080	1,500	2,600
Mgr. of Beach or Pool	2	3,552	1,680	...
Swimming Instructor	1	2,400	...	...

Over 500,000 Population

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	9	$12,480	$3,684	$7,590
Assistant Executive	5	5,856	3,192	3,800
General Supervisor	1	3,150	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	3	5,300	4,500	5,298
Music and/or Dramatics	3	3,960	2,640	3,500
Athletics and/or Boys' and Men's Work	5	6,192	2,640	3,960
Girls' and Women's Work	5	6,192	2,640	3,960
Arts and Crafts and/or Nature	3	3,500	2,640	3,360
Dancing and/or Social Activities	..	...	...	...
Special Facilities	2	6,192	3,960	...
Playground and/or Community Center Directors	8	4,164	2,280	3,168
Recreation Leader or Assistant	4	3,480	1,925	2,440
Specialist	..	...	...	...
Camp Director	1	3,516	...	...
Mgr. of Golf Course	2	6,192	3,070	...
Mgr. of Beach or Pool	..	...	...	...
Swimming Instructor	1	2,820	...	...

[1] Highest for a city department; the highest reported was for a private agency: $5520. [2] Highest for a city department; the highest reported was for a private agency: $4560.

Cities by Geographical Location

Northeast[1]

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	32	$7,750	$2,900	$4,600
Assistant Executive	16	3,937[2]	2,500	3,545
General Supervisor	2	3,150	2,879	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	8	4,500	1,560	2,700
Music and/or Dramatics	3	3,500	2,400	2,750
Athletics and/or Boys' and Men's Work	14	4,500[3]	1,900	3,100
Girls' and Women's Work	8	3,500	1,800	2,400
Arts and Crafts and/or Nature	4	3,500	2,300	2,750
Dancing and/or Social Activities	..	...	...	...
Special Facilities	2	2,662	2,350	...
Playground and/or Community Center Directors	11	5,400	1,997	2,600
Recreation Leader or Assistant	8	5,400	1,560	2,440
Specialist	..	...	...	...
Camp Director	..	...	...	...
Mgr. of Golf Course	3	2,639	1,950	2,526
Mgr. of Beach or Pool	2	1,729	1,680	...
Swimming Instructor	1	1,988	...	...

Midwest[5]

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	35	$7,800	$2,828	$4,500
Assistant Executive	18	5,856	2,250	3.200
General Supervisor	1	3,182	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	6	5,300	2,400	3,600
Music and/or Dramatics	4	2,880	2,100	2,880
Athletics and/or Boys' and Men's Work	15	4,500	2,400	3,050
Girls' and Women's Work	12	4,500	1,920	2,880
Arts and Crafts and/or Nature	6	3,000	1,100	2,640
Dancing and/or Social Activities	1	3,000	...	...
Special Facilities	5	2,880	1,500	2,600
Playground and/or Community Center Directors	13	4,164	1,800	2,460
Recreation Leader or Assistant	6	3,480	1,560	2,136
Specialist	2	2,766	1,800	...
Camp Director	..	...	...	...
Mgr. of Golf Course	7	3,372	1,800	2,232
Mgr. of Beach or Pool	1	3,240	...	...
Swimming Instructor	..	...	...	...

Southeast[4]

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	20	$6,000	$3,000	$4,300
Assistant Executive	12	5,360	1,800	3,000
General Supervisor	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	11	4,110	1,440	2,400
Music and/or Dramatics	2	4,110	2,400	...
Athletics and/or Boys' and Men's Work	13	4,110	1,188	2,640
Girls' and Women's Work	16	3,060	1,800	2,400
Arts and Crafts and/or Nature	3	2,100	1,140	1,968
Dancing and/or Social Activities	1	2,256	...	...
Special Facilities	2	2,256	1,800	...
Playground and/or Community Center Directors	15	2,700	1,080	1,820
Recreation Leader or Assistant	4	1,800	1,620	1,772
Specialist	2	2,460	1,800	...
Camp Director	..	...	...	...
Mgr. of Golf Course	6	2,400	540	2,100
Mgr. of Beach or Pool	2	2,700	1,000	...
Swimming Instructor	1	1,800	...	...

West[6]

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	21	$12,480	$3,000	$4,512
Assistant Executive	12	5,160	2,508[7]	3,780
General Supervisor	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers	10	4,044[8]	1,500	3,144
Music and/or Dramatics	5	4,932	2,700	3,600
Athletics and/or Boys' and Men's Work	7	6,192	2,400	3,440
Girls' and Women's Work	5	6,192	1,661	2,904
Arts and Crafts and/or Nature	6	3,924	1,500	2,880
Dancing and/or Social Activities	3	3,384	1,661	1,800
Special Facilities	4	6,192	2,208	3,960
Playground and/or Community Center Directors	13	3,636	1,680	2,820
Recreation Leader or Assistant	9	3,072	2,100	2,400
Specialist	..	...	...	...
Camp Director	4	3,576	2,700	3,516
Mgr. of Golf Course	7	6,192	1,375	2,800
Mgr. of Beach or Pool	3	4,500[9]	3,552	3,948
Swimming Instructor	4	3,288	2,400	3,108

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[1] Includes reports from Connecticut, Delaware, Maryland, Massachusetts, New Jersey, New York, Pennsylvania and Vermont. [2] Highest from a city department; the highest reported was from a private agency: $5,520. [3] Highest from a city department; the highest reported was from a private agency: $4,560. [4] Includes reports from Alabama, Florida, Kentucky, Louisiana, North Carolina, South Carolina and Virginia. [5] Includes reports from Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma and Wisconsin. [6] Includes reports from Arizona, California, Colorado, Montana, New Mexico, Oregon, Texas, Utah and Washington. [7] Trainee, recently hired; the next lowest salary reported was $3,000. [8] County department; the highest salary reported from a city was $3,840. [9] County department.

Car Allowance

Under 50,000 Population

	Executive	Assistant Executive	Playground or Comty. Center Supervisor	Athletic Supervisor	Other Activities Supervisor
No Allowance	2	2	2	.	1
City Car	4	1	2	1	1
$100-199 yr.	3	1	1	.	.
$200-299 yr.	2	.	.	1	1
$300-399 yr.	12	3	2	1	.
$400-499 yr.	4	1	.	.	1
$500-599 yr.	1	.	.	.	.
$600 or over	1	.	.	.	.
Mileage Allowance	3[1]	2[1]	.	.	.
Miscellaneous	1[5]	.	.	.	.

50,000-100,000 Population

No Allowance	1	2	1	1	2
City Car	2	.	.	.	.
$100-199 yr.	1	1	.	.	2
$200-299 yr.	2	6	.	3	2
$300-399 yr.	8	2	.	.	.
$400-499 yr.	4	2	1	1	.
$500-599 yr.	1	1	.	.	.
$600 or over	1	1	.	.	.
Mileage Allowance	1[2]	1[2]	.	.	.
Miscellaneous	3[6]	1[6]	1[6]	.	2[6]

100,000-500,000 Population

No Allowance	3	2	1	3	4
City Car	10	2	2	2	1
$100-199 yr.	1	.	1	1	.
$200-299 yr.	.	1	.	.	.
$300-399 yr.	2	3	4	3	1
$400-499 yr.	4	1	1	1	2
$500-599 yr.	.	.	.	.	.
$600 or over	5	2	1	1	.
Mileage Allowance	1[3]	2[4]	1[3]	2[4]	1[3]
Miscellaneous	1[6]	1[6]	2[6]	1[6]	1[6]

Over 500,000 Population

No Allowance	.	.	.	.	.
City Car	3	1	.	.	.
$100-199 yr.	.	1	.	1	1
$200-299 yr.	1	.	.	.	.
$300-399 yr.	1	.	1	.	1
$400-499 yr.	.	.	.	.	.
$500-599 yr.	.	.	.	.	.
$600 or over	1	1	1	.	.
Mileage Allowance	1[3]	.	1[3]	2[3]	2[3]
Miscellaneous	.	.	.	.	.

[1] (.05-.06). [2] (.05). [3] (.07). [4] (.06-.07). [5] Reported $35 per week! [6] Gas and oil.

Number of Days Vacation With Pay

	Population of City			
	Under 50,000	50,000-100,000	100,000-500,000	Over 500,000
8 days through 15 days	31	19	28	6
16 days through 21 days	4	6	2	2
22 days through 30 days	2	4	2	.

In several departments, the vacation time varied for different workers; the longest vacation reported was 2 months given to playground directors and recreation leaders.

Number of Days Sick Leave With Pay

	Population of City			
	Under 50,000	50,000-100,000	100,000-500,000	Over 500,000
No Set Policy	4	11	4	.
No Sick Leave	2	1	.	1
1 week or less	3	1	1	1
8 days through 15 days	21	10	21	4
16 days through 21 days	1	.	2	.
22 days through 30 days	3	5	2	1
Unlimited	1	.	1	.

Several departments reported that sick leave was cumulative and one described a "Sick Leave Bank" system which could be built up to 60 days for the executive and 30 days for others.

Change in Salaries 1940-1948

	Executive	Assistant Executive	City-wide Supervisor	Pldg. or Center Dir. & Rec. Ldr. & Asst.
No Increase	4	1	1	1
15% or Less	18	2	9	11
16%-30%	23	14	11	5
31%-45%	16	3	9	3
46%-60%	10	7	5	6
61%-75%	2	3	3	1
76%-90%	3	.	1	.
Over 90%	7	4	3	4
No Records or Program in 1940	8	12	12	8

Fourteen departments, which could not be classified, reported granting increases of different sizes to different individuals in a given classification.

Civil Service Status

	Departments Reporting
Under civil service	41
Not under civil service	59
Executive only	3
Staff with exception of executive	5
On teacher's tenure	3

Residence Requirements

	Departments Reporting
Restricted to local residents	38
Unrestricted	57
Local residents preferred	5
Executive only restricted	2
Restricted with exception of executive	4
Restricted to residents of state	1

PART II

PART-TIME AND SEASONAL WORKERS

The cities reporting in Part II of the survey are not identical with those in Part I because several departments listed only full-time workers; also, a few reports that were received too late for consideration in Part I have been included in Part II. The population range and geographical distribution of the cities covered remain substantially the same. The tabulations represent reports from 101 recreation departments in 99 cities and 2 counties, employing more than 4,370 part-time and seasonal workers.

Some editing has been done in this section of the report because it was apparent that several departments had misclassified their workers, according to the generally accepted standards. For example, one department reported a very large number of city-wide supervisors of playgrounds and no playground directors. In such cases as this, the reclassification of the workers seemed entirely justified, in the interest of accuracy.

The tabulations made include playground directors, community center directors, recreation leaders and assistants, specialists and swimming instructors. Music, drama, dancing, arts and crafts, nature and athletic leaders, as well as leaders of girls' and women's and boys' and men's work, have been classified as specialists. Lifeguards have not been included unless it was stated or clearly implied that their duties included swimming instruction. The small number of community center directors recorded is attributed, in part, to the fact that in many departments the playground director also supervises the community center. Where one individual has been reported as having this dual responsibility, he has been classified as a playground director.

Since no provision was made on the report form for recording the number of hours devoted to recreation duties, the figures recorded under "hourly" and "class or evening" give the most accurate picture of salaries currently being paid part-time recreation workers. Where very low salaries are reported for a week, month or other period, it is probable that these workers devoted only a limited number of hours to recreation duties. However, where the salaries reported are fairly high, it is reasonable to assume that the workers were on a full-time basis during the period covered by the report.

Playground Directors—1,500 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	9	$1.62	$.70	$1.05
Daily	3	7.00	3.50	6.00
Weekly	29	100.00	20.00	32.50
Monthly	32	269.00	75.00	140.00

Community Center Directors—218 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	5	$2.50	$1.00	$1.08
Evening or Session	8	7.00	2.50	5.00
Weekly	6	51.00	22.50	40.00
Monthly	10	232.07	100.00	175.00

Recreation Leaders or Assistants—1,687 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	14	$3.00	$.70	$1.25
Evening or Session	6	7.00	2.50	4 00
Daily	2[1]	5.00	3.00	4.00
Weekly	13	35.00	15.00	25.00
Monthly	13	269.00	40.00	140.00

[1] One department employing several leaders reported paying $3.00 and $4.00 per day.

Specialists—68 Departments[1]—559 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	16	$6.00	$.78	$1.50
Game, Session or Evening	9	10.00	1.00	3.00
Daily	6	7.00	5.00	6.00
Weekly	21	100.00	10.00	40.00
Monthly	26	250.00	20.00	135.00

[1] Some departments reported different terms of payment in different categories.

Swimming Instructors—406 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	8	$2.00	$.69	$1.00
Session	2	3.50	3.50	...
Weekly	14	100.00	25.00	35.00
Monthly	20	240.00	60.00	160.00

In recreation, as in education, attracting the highest type of man and woman to the profession is becoming a serious problem in these days of high industrial wages. The Association has presented this report in the hope that it may help to lay the groundwork for a satisfactory set of salary standards for recreation personnel. Your comments and suggestions on the material and the form of presentation will be most welcome. Our thanks to the executives and staff members who took time from their busy days to fill out the report form. Without their cooperation, such studies as this could not be made.

Softball for Girls

a summer program

Dorothy Aceto

THE CITY OF Racine was certainly "ball-minded" last summer, as evidenced by the fact that there were 240 teams in various municipal leagues sponsored by the recreation department. The types of ball played included slowpitch and fastpitch softball, and baseball. Both men and women played in the leagues which ranged from Cadet Girls to the "Old Timers." But what interests us here is the league of the Cadet Girls, and the organization of girls of junior high school age for playing regulation softball.

Problems beset the recreation department from the start. Because of a ruling of the Wisconsin Interscholastic Athletic Association, girls in Wisconsin schools are not permitted to compete in athletic activities as representatives of their schools. Yet, we felt that the school was the unit with which to start in order to contact the girls who might be interested in playing ball during summer vacation. By gaining permission from the school board to talk to them in after-school meetings, it was possible for us to outline our program.

The Cadet League was to be governed as any adult league, under the jurisdiction of the recreation department. Each team was to have a manager, preferably an adult, and a roster of a recommended number of fifteen players. The girls had players' contracts to sign which entered their names on the team roster—where they remained until they were officially released by the manager. After the first mass organization meeting in each school, every team met separately to choose a name, pick a captain, determine when and where to practice, and work out any problems which arose. The recreation department was on hand at all times to assist the girls.

Besides the guidance given the girls in organizing properly, the department offered certain services. In the way of physical equipment each team was given two balls and two bats with which to initiate practice sessions, and throughout the season they were kept supplied on an exchange basis. Catchers' body protectors and masks were also issued. Members furnished their own gloves, necessary gear since they played with an eleven-inch ball. They used this size ball because the Belles team in Racine, a member of the All-America Girls League, used the same size, and their club provided our players with a felt emblem to be worn on the girls' playing uniforms, which,

in most cases, were a pair of blue jeans and a cotton blouse. The recreation department further furnished the girls with practice areas, coaching assistance, and umpires.

When the groundwork was completed, we found that the response was beyond expectation: from each of the four junior high schools in town were three teams of fifteen to twenty members who had chosen such names as Powder Puffs, Teeners, QT's, and Starlets. A schedule was drawn up for the Cadets to follow over a period of eleven weeks. Naturally interest was at a high peak at the very beginning; yet it only took a couple of weeks of rainy weather and postponed games to dampen these youngsters' spirits. As a result, we lost two teams after they had forfeited two games each, for this was one of the rules of the league. With ten teams with which to work, it was necessary to restimulate and maintain interest.

Several techniques were used to do this: one was to send a postcard to each girl every time her team had a game to play. The local newspaper also helped greatly by giving considerable space to the activities of the league; publicity in the form of pictures and stories were excellent ways of keeping the girls in the league. Another method that really paid off was the contacting of the Belles players—whom these junior high school girls looked upon as heroines—to come out to special practice sessions where they coached our girls and gave them considerable help in improving their game. All of these things proved very rewarding for the league completed a fine season of ball playing. Not only did the girls learn to play the game according to the rules, but many other values were realized. Friendships were formed between the girls of the various schools, and all in all, they had a great deal of fun during the summer.

Perhaps other recreation departments have contemplated organizing younger girls into softball leagues but have not been quite sure whether it would pay recreational dividends. We, in Racine, feel that the experiment with the Cadet Girls' League was a huge success and we are looking forward to a bigger and better season this year.

Let's Go Out into the Garden and

GROW WORMS

IN SPITE OF the many modern and artificial lures for unsuspecting fish, the age old use of the angleworm still satisfies the needs of many fishermen. In fact, so great are the demands for this time-tried bait, that people everywhere ask *"Where can we get earthworms for fishing?"* Some have taken advantage of this situation and make a living culturing worms for sale to the angler. These commercial sources are not widely available and cannot begin to meet the need; many people, therefore, must resort to the spade and shovel in order to go fishing. Some individuals, however, are not so adept at finding the proper place to dig —or are in too much of a hurry to bother.

The earthworm is one of the easiest of all animals to raise. A few buckets or wooden boxes in a shaded place in the backyard and a few minutes of time each week will provide enough worms for several fishermen. Earthworms multiply and grow rapidly. Their only requirement is a damp, loamy soil with plenty of humus for food. Why not "grow your own"?

For further information: Extension Division, University of Oklahoma, Norman, Oklahoma.

In Praise of Gardening

An Important Crop

Evelyn Craw Mathews

LAST SPRING, WHEN we were buying seed for our garden, our son David, who has had his own little plot for a couple of years, surprised us by saying, "One thing I really want to plant is pumpkins."

We had never thought of pumpkin vines as a possible thing for a child to grow, but it was a logical choice. He likes pumpkin pie as well as any small boy and Jack-o-Lanterns have a great fascination for him.

David planned that the next autumn he would cut a smile in the face of a pumpkin he had grown himself.

Gardening is fun for an adult who chooses it as a hobby, but it is difficult to match the sheer enjoyment of a six-year-old as he picks out his seeds, prepares the ground with a little assistance, plants, waters and weeds his small plot. His carrots and beets grew in rows which were slightly crooked, but his pumpkin vines were, without doubt, his prize crop. He watched the flowers open to the sun and when the tiny green balls formed, he brought two of his playmates to the garden just to admire them. We rent a piece of fertile ground from the municipality beside the city greenhouse and David was very thrilled when the gardener, who was employed there, complimented him on his pumpkin vines—and, after all, as our son pointed out, his job is to make things grow and he should know!

By the time October arrived, the pumpkins might have been a little larger in size, (although David never admitted this), but there were a lot of them, and no one could deny that they were without a mark or blemish. They were just the right rich golden-orange color.

What a delicious taste those pumpkins had for every member of the family when they appeared on the dining-room table either as a vegetable or in a pie. We were agreed that never had pumpkins tasted as good as those our boy had grown.

The climax of the pumpkin growing came on the last Saturday in October when David picked out his five best pumpkins with great care and brought them home in triumph. These best specimens were to be used for Hallowe'en—one was for David's chum, Bobby; one for each of his two sisters, Nancy and Rosemary; one for himself; and the biggest one of all was set aside to be taken to his second grade teacher. He did not know of any other boy in his class who had grown a pumpkin to decorate the school room on the Hallowe'en party afternoon.

David has reserved the right to be our "official" pumpkin grower again this year. If he gets half as much "kick" out of his garden next season as he did last, it will be well worthwhile.

Cultivating any kind of a vegetable successfully is a bit of an achievement for a grown-up, and it gives a youngster a sense of real accomplishment. Our vegetables cut down the family's food expenditure, and in these days of rising costs that is important.

As parents we covet for our youngsters the happiness found in worthwhile activities. We want our boy and girls to build strong bodies, to practice staying at a job demanding initiative and exercise until it is completed. We know of no better health investment for a family than the hobby of gardening. It is also true that as we watched David and his pumpkin vines, we realized that in the sunshine and fresh air of our garden plot, the most important crop which we are growing is not pumpkins—nor any other type of vegetable—but healthy, happy children!

Dramatics--The Fun Way

Ruth Garber Ehlers

MANY DIFFERENT TASKS can be accomplished easily if done in the spirit of fun, and it is altogether possible to have a wonderful time while working toward certain objectives.

Perhaps you have a new group that hopes to become "The Little Theater Players" of your community. If you have accepted the responsibility of helping them progress toward a well-working group, it will be necessary for you to employ certain techniques and devices to help each member feel, from the first meeting, that the group has every chance of success.

Among the several ways a leader of such a group may approach his different problems is through usage of social recreation games that are based on dramatic play. They not only help the leader to know his group faster and help the members to become acquainted, but their use is definitely an enjoyable way to develop the power of expression.

The following games are suggested for the leader who is looking for ways to encourage individual and group participation:

1. Charades

Divide the large group into smaller groups.

Ask each group to choose a word, work out a way to pantomime it so that the others can guess the word. Before the pantomime is given, a member of the small group should tell whether it is a proper or common noun, a verb, an adverb or an adjective, and the number of syllables in the word.

The following are examples of good choices:

He-ro (All the men in the group stand in a row.)

In-gra-ti-ate (A woman in a grey dress pretends to eat.)

Won-der-ful (Group of people crowd into one door frame.)

Mis-under-stand (A girl sits on the floor beneath a small table.)

Post-age stamp (One stands still like a post. Others walk past him and say, "How old are you?" and stamp foot.)

2. Real-life Dramatizations

Have each group choose and develop a situation that most people have experienced.

Examples:

1. A girl and her family wait for her first date to arrive. He finally comes and she introduces him to the family.

2. One member demonstrates how to make something, such as a boat, a hat, a toy.

3. Group chooses a story, casts the characters and pantomimes the action.

3. Made-up Conversations

Ask the group members to divide into two's. Each couple decides upon two famous people and proceeds to imitate them, converse with each other. After they have finished the entire performance, the others guess their identity.

4. Individual Pantomimes

Ask each one to imitate some person who is known to all present. Encourage each to costume

Dramatic problems developed and worked out in the fun way are valuable aids to learning.

their performance if possible.

5. Dramatic Problems

Give individuals or small groups dramatic problems to develop. Problems such as:

1. Pretend you are in a cafeteria. You choose a substantial tray of food. When you reach the cashier, discover you have no money. What would you do?

2. Pretend you have just arrived on the corner to meet your "date." He doesn't come. It gets colder and colder. The wind is strong and cold. Finally in exasperation you decide to go home. Just then he arrives. What would you do?

6. Creative Writing and Acting

Put the same properties in different boxes for each group of three or four members. The problem is for each group to open a box, note the contents, write a short sketch which includes the use of all the properties, then give the sketch for the entire group. This can be a field day for your imaginative members.

Props in each box might be:

a. A book, a water glass, a lady's purse and a man's hat.

b. A rope, a letter, a newspaper and a locket.

c. A check book, a handkerchief stained with ink, a bunch of keys, a list of telephone numbers.

Those who have worked in dramatic club circles will recognize the possibilities offered by participation in dramatic games.

You find quickly those with natural talents.

You find, without embarrassment to anyone, those who need help.

You know the different types of actors represented in the group.

You begin to know the dramatics background of the different members.

You are better able to help them help themselves because together you have brought to the surface, in a fun way, many of the things the new dramatics director must know before a group can—as the members say—"go places in dramatics."

FOOTLIGHTS IN YOUR EYES

AN UNUSUAL OPPORTUNITY to learn about the mysteries of the theatre at first hand is being offered to New York high school students during April and May. Broadway producers, directors, actors and critics are cooperating in putting on a series of lectures and demonstrations on theatre techniques and problems for the express purpose of acquainting high school students with the art of the drama. The course was announced recently by an associate superintendent of the Board of Education in New York City.

At each of the five performances of "Footlights in Your Eyes," as the series is called, a theatre personality will explain and discuss some particular point of interest on the program which has been devised to touch upon such important theatre problems as costuming, acting, writing the play, direction and theatre choreography. Some of the stage people taking part are: Brock Pemberton, producer of "Harvey" and "Janie"; Peggy Wood, star of "Old Acquaintance" and other plays; Lucinda Ballard, costume designer for "Show Boat," "Annie Get Your Gun" and "Happy Birthday"; Vernon Rice, drama critic of *The New York Post*; John O'Shaughnessy, director of "Command Decision"; dancers of Theatre Dance, Incorporated.

This stage workshop has been arranged by the coordinator of the School Art League and the regional theatre director of the American National Theatre and Academy. Admission is free to all young members of the School Art League; but, because the series is expected to arouse much interest, it has been thought advisable to limit admissions to eighteen students from each school.

In speaking of this venture, Helen Hayes, vice president of the academy, says, "We are delighted to work with the School Art League and the New York City Board of Education. We feel that a knowledge of the standards and aesthetics of the theatre should be a part of every student's education, and that it is our responsibility to help him gain that knowledge."

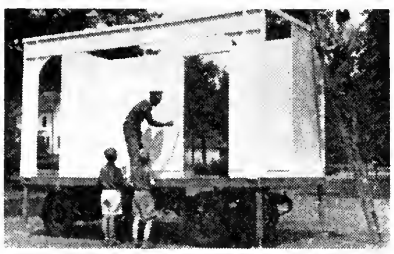
Puppetry Can Tell the Stories of the Ages . .

here are skills to be learned. Backstage prep-ration is part of the fun, make-up quite an art.

Some groups paint their own scenery and make their own costumes. Many hands are thus given the opportunity to help with such a production . . .

DRAMA ~ Catches on in RECREATION

t is exciting to see drama programs bringing up in more communities han ever before these days. Their alue as community recreation projects becoming more widely recognized.



Out-door stages, carefully constructed, are popular on playgrounds.

Amateur electricians are glad to lend their skills for stage lighting.

Members of a teen-age "radio playhouse" rehearse their weekly broadcast.

hildren love to dramatize their favorite stories nd find playmaking an exciting adventure.

An interesting idea for dramatizing registration week at the playgrounds.

A State Park Day Camp Program

A blow-by-blow account of how South Carolina has expanded its recreation program in parks.

P. R. Plumer

STATE PARKS ARE now coming of age in South Carolina after thirteen years of acquisition, development and operation. The state park system is composed of eighteen state parks totalling 37,260 acres. There are six waysides totalling 159 acres, of which one is an historical area and four others are in the process of acquisition, lease and improvement. Three more parks are proposed, and several recreation areas are under consideration.

As the acquisition and development progressed, one by one the parks became ready until the summer of 1941 found fourteen in operation. The year closing June 30, 1947 saw a record attendance of 1,241,000.

Because this was such a new enterprise, those of us responsible for the establishment of policies of operation, and for setting up detailed aims and objectives, have made it a practice to proceed with caution. The first few years were devoted to such problems as organization and administrative policies including purchasing methods, maintenance standards, equipment, and many other details that are most uninteresting, but so necessary, to lay the foundation for an efficient and smoothly working organization.

We have felt, from the very beginning, that our state park system should go further than simply furnishing beautiful areas with well-kept facilities to be used by the public as it saw fit. We have felt that the state parks should render a service to the people in the form of interesting and instructive programs designed for both young and old—programs which would induce people to use the parks, which would show them how to do so in the most beneficial way—programs to provide recreational and educational opportunities for everyone.

Proceeding along this line of attack, when it was felt that the mechanical problems of park operation had been reasonably well worked out, we began expanding our park personnel to include people with recreation training and experience, feeling our way by concentrating on one or two parks to see what could be done. Every experiment was carefully studied and, after profiting by the mistakes, we planned to expand the program to most of the parks the next year.

The results of the program were immediately recognized by a tremendous increase in park use. In addition to the increase in the number of visitors, there was an even greater increase in the number of people who participated in the program or made use of park facilities. The number of casual visitors who drove in and out of the parks was rapidly decreasing.

The only disappointing observation regarding the first two years of this expanded recreation program was the very small percentage of children participating. We felt that there was a great need for a program designed especially for school children, a program which would combine opportunities for educational improvement with wholesome recreation through proper exercise and plenty of fun. Such a program would not conflict with, but supplement, the children's regular educational program carried on during the other months of the year. The morning hours in the parks were not particularly busy and there would be no conflict with other park activities. Park lifeguards were already on duty and could care for the safety of the children in the water and also give instruction in swimming, water safety and water sports. By increasing the park recreation staff with leaders of varied training, a worthwhile program could be undertaken. The additional personnel, supplies and equipment would necessitate a large expenditure for a relatively small income but, because the enterprise was so worthwhile, it was decided to try out a program in one park.

Such a program was initiated at Cheraw State Park during the summer of 1940. Staff was engaged, necessary materials and equipment purchased, and a well-rounded program carefully planned and put into effect. It soon became apparent, however, that there were not enough children participating to justify expenses. A careful analysis brought out the fact that most of the children had no way to reach the park. The only ones able to come were those whose families had the time and transportation facilities to bring them, and even they did not come regularly. The Park Recreation Director, an enterprising young man, then went to one of the Service Clubs and asked them to sponsor a free bus to the park five days a week. After explaining what the park had to offer he had no difficulty in persuading the club to sponsor a bus, and from then on throngs of children began to appear every morning. Later, two more buses were added.

If this could be worked so successfully at Cheraw, why wouldn't it work in other state parks? There was no doubt that the children would participate if they had some means of transportation at moderate or no cost. The State Department of Education was advised of the preliminary plans and their response was enthusiastic. They felt that the children could obtain a very important part of their education through our plans—a part which the school systems, at that time, were unable to give. They could not furnish the necessary transportation, however, because school buses were controlled by individual school boards in each county, and many of them were contracted from private individuals for nine school months and were not available during the summer.

It was realized that the program in the parks would be expensive—and no funds were available for such expansion—but we decided to take a chance. So with hopes and prayers that the increased expense would be, at least in part, made up by increased interest in the state parks and resultant increased revenue, we began laying plans.

There remained only the problem of transportation. We set out to confer with all organizations in the vicinity of every park to find someone interested in sponsoring the transportation program.

It was explained to each group that the State Park Service could not accept the responsibility of transportation arrangements even though sufficient funds might be provided for such purpose, but we agreed to be responsible for each child from the time he was unloaded from the bus until he was put back on at the end of the program. We suggested that some group "sponsor" the program

Transportation arrangements vary in different localities. Above, children getting into school bus.

and assume the responsibility while accepting funds from any interested persons or organizations. We suggested further that they adopt one of three methods: (1) having the children pay all expenses (which probably would average fifty cents per week, depending on the distance to be travelled); (2) having the children pay part of the expense, the balance being supplied by subscribed funds; (3) furnishing transportation free.

A bathhouse fee of twenty-five cents per child was set, with each child having the option of buying a season ticket for one dollar. This fee was to cover the use of the bathhouse, with no other charges.

The bulk of the work of getting the program underway was done very late in the spring, because of the fact that the Legislature did not pass the appropriation bill until late May. This was probably the greatest drawback of the entire program, and there is no doubt that many more children could have participated had it been possible to begin laying plans early in the year.

By July first, day camp programs were in operation in twelve state parks, and the children were being brought out by buses, the arrangements for which were different in almost all cases. Not knowing the best method of handling this, different types of arrangements were tried.

In one instance, a mill supplied a bus for children of neighboring villages. The children had to pay fifty cents per week (twenty-five cents for the bus and twenty-five cents for the bathhouse). Other children were brought to the same park from another town by a bus sponsored by the Junior Chamber of Commerce for the same price. Other children were brought out in automobiles by their families.

At some other park, the County Board of Education supplied the buses, drivers, and all expenses of operating, without charge to the children.

(Thus they had only to pay the bathhouse fee.) At another, a Service Club sponsored the buses, underwrote the expenses, and made a minimum charge to the children.

At only one park did the State Park Division accept any responsibility for handling transportation arrangements. In this case the County School Board donated six buses but refused to pay any expenses or accept any responsibility. These buses were accepted and funds obtained from the city to be used for purchasing insurance and as a sinking fund for expenses over and above those paid by the children. In some instances, charitable organizations not only furnished transportation but paid the bathhouse fees as well.

During the summer 3,081 different children spent 39,655 day camp days in twelve of the parks or an average of slightly over thirteen days each. They came from thirty-one different communities, an average distance of eleven and one-half miles from the park. The greatest distance traveled was twenty-five miles.

Day camp programs were conducted for an average of eight weeks during the summer—the shortest period being for three weeks—while two parks conducted the program for a full twelve weeks. The average size of the daily groups was seventy-nine, with the largest average at one park being 178 and the lowest twenty-two.

Thirty-eight different organizations and clubs contributed $2,039.84 for transportation, and five organizations contributed $217 to help pay bathhouse fees. The children themselves paid $772.10 in transportation fees and $1137.35 for use of the bathhouses. Total cost of transportation and bathhouses was $4,163.24 or slightly over ten cents per child per day, with the child furnishing almost half.

The total cost of putting on the program by the state is estimated as $6,714.70. This figure was obtained by prorating all expenditures in the parks by items. The total bathhouse receipts of $1354.35 can be credited to this amount, making the net cost $5,360.35 or about thirteen and one-half cents per child per day.

While this cost may seem rather large, it is far below the cost to the state of putting a child through one day in the public schools, and surely there can be very few ways in which the money could be better spent.

The activities comprising the day camp program were divided into six main groups, for each of which a trained and experienced recreation leader was provided—except in the case of some of the smaller parks where leaders, with training in one or more of the activities handled, combined portions of the program.

(1) Nature Study—one of the most important of all the activities. A park naturalist was provided in all cases and there were 10,376 day campers who participated. Activities included hikes, lectures, nature craft, plant identification, leaf printing, bird and animal study, insect and reptile study, geology, nature games, study of beach and pond life.

(2) Cultural Activities—included drama, folk dancing, singing pantomime, social dancing and storytelling. In most cases, a leader's full time was given to this part of the day camp program. A total of 12,881 day campers participated.

(3) Arts and Crafts—17,309 day camp days of participation, and one of the most successful of the programs. They included such activities as basketry, bead work, weaving, block printing, carving, modeling, knitting, leather work, painting, drawing, photography, wood crafts, and many others. About 10,000 useful and ornamental objects were made by the children and taken home.

(4) Social — 20,783 day campers participated. This included mostly quiet games, parties, picnics, and entertainment. This part of the program was usually conducted by members of the staff who were principally engaged in other work.

(5) Aquatics—one of the most popular of all the activities, with 30,191 day campers participating. Besides free swimming, this included instruction in swimming, life saving, diving, boating, and water games.

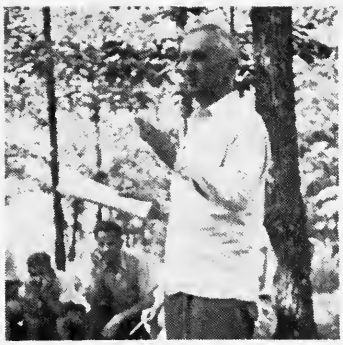
(6) Land Sports—the most heavily engaged in of the activities, having 37,425 participants. Included were archery, clock golf, tennis, and games and sports of all kinds.

Day campers were carefully checked off and on buses. The buddy system was used throughout the day, both in and out of the water, and proved very successful. There were no cases of lost children or any accidents other than minor ones.

The results of the first summer of operation of the day camp program were very gratifying and prove conclusively that it can be done. Many improvements can be made. These things will be carefully studied in an effort to work out all the problems encountered. It is sincerely hoped that sufficient funds may be made available to carry on the program next summer. After such a successful start, and with the problems fresh in our minds, it would be regrettable if it were allowed to drop.

A few conclusions from the study of the first summer are given below for the benefit of those who may be contemplating a similar program.

Margaret Y. Wall, Program Director.



C. West Jacoks, Recreation Head.

Day campers observe nature first hand. Camp program has great possibilities . . .

(1) The State Park Department should not accept responsibility for transportation. Also, for the first few years at least, park officials will have to do the promotion work but, if the program offered is good and the people in the vicinity are given enough time, they will—in most cases—readily take the responsibility and there will be plenty of children participating.

(2) The state should insist that all buses have complete insurance covering injury to the children enroute, and should recommend liability insurance in all cases. Though only one small accident occurred last summer, we only can consider ourselves lucky because all buses were not properly covered.

(3) Where funds are donated to help defray transportation expenses (with children contributing part), it should be done in this manner: a weekly transportation fee per child, sufficient to defray expenses, should be set, and that fee charged to all children whose families are willing to pay. Transportation, or aid in transportation for deserving children, designated by a welfare agency or similar organization, should be furnished free.

(4) Each child should have an identification card, signed by parent or guardian, giving permission to attend. This card should be collected as the child leaves the bus, and should be returned as he re-enters the bus on leaving the play field.

(5) It is essential to have a well-trained staff in charge of the day camp program which should be kept interesting throughout. Care should be taken to avoid any semblance to "classroom teaching" and to offer activities in addition to sports and swimming. Children should be allowed a reasonable amount of choice of activities in which they wish to participate.

(6) The success or failure of the whole venture rests almost entirely on the program. Transportation will follow without much promotion if there is reasonable proof that the children are being given something that is worthwhile; but if the park program is neglected, all the promotion in the world will be to no avail.

A day camp program can be closely allied with the educational program of the state, and it is not fantastic to visualize more cooperation from the State Department of Education through provision of transportation facilities. The school buses could carry the children to the school for nine months and to the nearest state park for three.

We have only scratched the surface with this program. It has tremendous possibilities. The number of children who could be accommodated could be expanded ten-fold, and over a period of years we could reach every school child in the state. With this program, combined with the adult recreational and educational program which is being carried on simultaneously, we feel that we are approaching our goal of making the state park system an institution rendering valuable service to the people of its state.

The day camp program was suspended after the 1941 season on account of the war. It was revived during the summer of 1947 with some important changes.

A fee of two dollars per week was charged for services rendered at the park. This fee was in addition to expenses incurred for transportation, thus putting the entire cost of the program on a pay as you go basis. As was expected, enrollments were lower, but a total of 2,558 camper days was recorded in twelve different parks. A total of slightly over $10,000 was expended on the program by the State Park Division and $5,467.35 was collected in campers' fees.

The program during 1947 was designed to put more and more financial and leadership responsibility back home in the local community. That the

demonstration was successful is indicated by the fact that plans are being made by the local people to conduct day camps, assuming all responsibility for transportation and leadership in at least two of the parks this year.

The local sponsorship develops a healthy trend because it will be a community project designed to meet local needs for which the community will pay the bill. It is a democratic venture because only those communities recognizing the need and showing willingness to cooperate will be involved. There will be less imposed leadership from the state. The Division of State Parks will reduce its contribution to furnishing, free of charge, the use of the area and facilities.

Because it has been demonstrated to be a feasible project from an economic and recreation standpoint, more local communities should organize and sponsor day camp programs. Life in the out-of-doors has a dramatic appeal to all of our children. They learn to swim, develop simple skills with their hands and think in terms of cooperation and democracy; and while becoming stronger in mind, body and spirit, they become members of a great army of youth who are resourceful, alert and ready to serve their fellow men in the cause of promoting a better world.

Letter from Palestine

To the National Recreation Association:

I am afraid that with this letter I am the bearer of bad news. I regret to inform you that Mr. Baruch Ben-Yishai was killed on January 18th. He was in "Maaleh Hachamishah," a hill settlement about twenty minutes drive from Jerusalem, on the week-end January 16th to 18th in connection with defence duties he had undertaken. On his return to work on Sunday morning he, together with a number of other people who were in the truck in which he travelled, were shot at; two people were killed outright. Mr. Ben-Yishai was operated upon at once but he never regained consciousness and died the same night. Because of the danger on the roads, it was not possible to bury him within twenty-four hours in accordance with Jewish custom but he was buried on the Mt. of Olives, together with other victims of that week, on the following Thursday at dawn. Because of the conditions, neither his relatives nor his friends were allowed to attend the funeral and pay him their last respects.

His loss was a great shock to us. Baruch was so full of life that it is difficult to think of him as gone.

From (Mrs.) A. Finebloom, Hadassah Youth Services

The best of what you do is for your children. While you build them into the finest kind of future citizens and help make America into a secure country for them to live in, their generation abroad is hungry, sick and hopeless. Half of the children in Europe and Asia are not growing up—they have not enough food for normal growth. Help relieve their suffering and make them capable of sharing a world in freedom and peace. Contribute to your local Crusade for Children or to American Overseas Aid - United Nations Appeal for Children, 39 Broadway, New York 6, N. Y.

Hunger fosters war . . .

Leaflet for Local Use

Suggested layout and copy for a leaflet which might well be used by communities in referendums for a special recreation tax.

(*Double fold*)

Layout for Inside

Vote for Play and Recreation and You Vote for

LIFE—Life for our children now playing dangerously in the streets. Life, healthy life, for all children, youth and adults — through vigorous, health building and health sustaining activities.

LIBERTY—Liberty and freedom from the reform school, the jail, the mental institution, through recreation which helps to prevent juvenile delinquency, the "prep" school of adult crime, and mental illness which is increasing at such an alarming rate.

PURSUIT OF HAPPINESS—The human experience which makes life worthwhile—through recreation which brings us children's play, physical fitness, creative arts and crafts, hobbies, music, drama and social living.

Layout for Outside

VOTE for RECREATION
and
VOTE TO HELP
SAVE money
SAVE human lives
PREVENT misery
You cannot afford to vote no

(LOCAL COPY)

VOTE
for
LIFE
LIBERTY and the
PURSUIT OF HAPPINESS

Recreation News

Krug Announces New Committee

SECRETARY OF THE Interior J. A. Krug announces that acceptances have been received from the seven members whom he has invited to form a new Advisory Committee on Conservation. Naming of the seven followed a resolution of the Conference of Wildlife, Recreation and Related Resource Problems held early in December.

The Secretary will seek the consensus of the Committee on matters related to the broad phases of conservation as they affect the policy, planning and administration of such programs by the Department of the Interior.

Acceptances have been received from: Mr. Shirley W. Allen, Society of American Foresters, Washington, D. C.; Dr. Ira N. Gabrielson, Wildlife Management Institute, Washington, D. C.; Mr. Kenneth A. Reid, Izaak Walton League of America, Chicago, Illinois; Mr. Fairfield Osborn, New York Zoological Society, New York, New York; Miss Harlean James, American Planning and Civic Association, Washington, D. C.; Mr. Bestor Robinson, Sierra Club, San Francisco, California; Mr. Charles Moore, Dude Ranchers' Association, Dubois, Wyoming.

Present appointments are for one year, the Secretary said, but the organization meeting of the Committee might determine other periods in order that the membership of the Committee might be resolved, thus bringing in the opinions of all conservation groups and organizations.

Attention Craft Instructors

Try our simple leather crafts projects, especially intended for vocational training schools, occupational therapy departments of hospitals, recreation centers, summer camps, Boy Scouts, Girl Scouts and Y.M.C.A. camps. Drop us a card requesting our latest booklet.

AUBURN LEATHER PRODUCTS

25 PAUL STREET, AUBURN, N. Y.

S. 1229

WORD HAS JUST been received that the Senate Committee on Labor and Public Welfare on April 15 considered S. 1229—the bill proposing a federal recreation bureau—and voted to postpone action until the committee appointed by Congress to study the reorganization of the executive branch of the government makes its report next year.

Commuting 160 Miles a Day

IN AN ENTHUSIASTIC attempt to qualify for a county playground supervisor's certificate, Ellen Lush — a nineteen-year-old freshman at the University of Kentucky—is taking a 160 mile bus ride every day. This is the only way that she can attend the week-long National Recreation Association Institute which is sponsored by the Jefferson County Playground and Recreation Board in Louisville. Mrs. Ruth Ehlers of the National Recreation Association staff, who is conducting the course, calls it "a fun institute," and that is what Ellen finds it. "It is a little tiring," she confesses, "but very necessary." Director Charlie Vettiner explained that all persons seeking such jobs must have certificates showing that they have passed the training course.

Federal Bulletin

A SECOND BULLETIN issued by the Federal Inter-Agency Committee on Recreation reports latest developments on State Inter-Agency Committees in Arkansas, Florida, Illinois, Mississippi, Missouri, South Carolina and the Territory of Alaska. Copies of the latest bulletin can be obtained from George E. Dickie, Executive Secretary of the Committee, whose office is in the Interior Building, Washington 25, D. C.

State Fishing Program

THE GAME, FISH and Oyster Commission in Texas has organized a "Take your Boy Fishing" program, to encourage more interest in activities for young people. A number of small lakes have been specially stocked for youngsters and a number of sportsmen's clubs are following up with similar projects of their own.

World at Play

Music Everywhere — May 2-9 marks the twenty-fifth anniversary of Music Week. This year's theme is "Foster American Music"—the same slogan that keynoted Music Week when it was first recognized. The 1948 celebration seeks to widen acquaintance with, and cultivate the love of music among an ever increasing number of people here in the United States and among the other peoples of the world, in the belief that music offers a bond of common interest and a medium of communication which brings them a little closer together; and by its very nature and the response it evokes, generates friendliness. Executive direction and financial responsibility for the observance of Music Week have been carried by the National Recreation Association for the past five years.

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Explore the World — At Home — Mathews Lectures on Gothic Architecture, a study of four types of subject matter painted by artists from Renaissance to modern times, a display of ancient jewelry from Greece, Cyprus and Italy are on the May calendar of events at the Metropolitan Museum of Art in New York City. In addition to junior museum talks for children and their parents, tours of the Cloisters and gallery talks by members of the Museum's staff, there are special exhibitions of early engravings of the first excavations at Pompeii, art from Casablanca to Calcutta, northern Gothic prints and other features to thrill those who have wanted to wander through Egypt, Morocco, Algeria — but who have never been further than their dreams.

I Pledge Allegiance . . . The stars and stripes —symbol of America's independence and freedom —will be honored on Flag Day, June 14. But this year, as in the past few years, Old Glory will share her honors with the flags of other nations—those who have helped stand as a bulwark to *all* freedom.

In keeping with this spirit, every community should call on its young and old to join in ceremonies and celebrations to commemorate this day. The story of our country's flag should be a traditional feature, and incidents or histories of the flags of all nations might be told through story, pageant or other dramatic presentations. All programs should include the "Pledge of Allegiance" and the "Salute to the Flag," for Flag Day is a patriotic occasion which should hold great meaning for the community. We are paying tribute to our country as well as to the red, white and blue.

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Hats Off!—For distinguished service to his community, Joseph D. Kane, of the Playground and Recreation Association of Wyoming Valley, Pennsylvania, was winner of the January 1948 Red Feather Award. Mr. Kane has been one of the community leaders in a Red Feather Service which brings wholesome recreation—twelve teenage dance centers, thirty-five supervised playgrounds with a registration of over 4,000 different children daily, basketball, a hiking club, football, handcraft, marble tourneys, playground orchestra, bridge, bowling, softball—into the lives of thousands of Wyoming Valley youngsters, oldsters and in-betweens.

A "Dry" Night Club—Rochester, New York, has just opened a new city-sponsored night club for youth—the Stardust Room. Operated by the Youth Bureau, Department of Public Safety, the teen-age center is established in a building in one of the parks. The club seats 500 persons and has 125 tables flanking a small dance space in the manner of a real night club. Decorations are blue and white, and eight different sets of floodlights are used to change color effects. Two huge multi-pointed stars of mirror glass swirl in the ceiling, sending their twinkling light over the floor. Sandwiches and soft drinks are served.

The basement has been outfitted for games and sports, juke box music, and so on, and is open daily from three-thirty to six and from seven to ten p.m. Teen-agers between the ages of fourteen and eighteen, who pay yearly dues of twenty-five cents, are entitled to use the center. On Friday and Saturday nights, when the dance and stage shows are held, admission is eighty cents per couple.

♪

Film Rental Goes Hollywood—The lending library system has been adopted by Hollywood. For the first time in history, the motion picture industry—through the Education Services Division of the Motion Picture Association of America, Incorporated—is making available to the nation's public libraries films which may be loaned to adult education groups. A total of 178 films, selected by special groups of leading educators, from more than 400 pictures originally produced for theatrical showing, are on the library list.

♪

Is This the Solution?—It is interesting to note that during the years 1943-1947, the period which saw the development of more playgrounds for Akron, Ohio, citizens, also marked a decrease in the number of juvenile delinquency cases in that city. In those four years, twenty-five playgrounds grew to fifty-one; winter indoor recreation centers from ten to twenty; summer playground attendance increased from 300,474 to 400,836; total yearly attendance from 570,000 to 1,398,781; and the Juvenile Division of Summit County Common Pleas Court, of which Akron is the county seat, reported a reduction of more than 600 cases in juvenile delinquency. In this same time, 114 people enrolled for the recreation course at Akron University and 208 leaders enrolled in four one-week recreation leadership training courses taught by National Recreation Association specialists.

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A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education

A composite guide of 125 pages developed by 65 authorities in a National Facilities Conference sponsored by fourteen national agencies and associations.

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Recreation Suggestion Box

Teen Center Trouble?

Symptoms (as observed in an actual case):

Too much was given free at the beginning without making the members earn, contribute or do some work toward the equipment of the club.

Committees were changed every month, and only one or two members on the committee would work, with the result that no one would serve on committees toward the end.

Cliques developed, and when one clique was elected to office or committee, the other clique members would not work with them.

Jealousy developed, and some criticism was expressed by other agencies in the community who wanted to do something for the youth.

Parents complained that attendance at the center interfered with home chores and school work.

The main reason was "the center developed into a monotony. Any activity which attempts to pour through the same funnel the same members night after night, meeting the same people, eating the same sandwiches, drinking the same soft drinks, playing the same games on the pool tables or other table games, dancing with the same group, is bound to become a monotony and prove a failure."

Diagnosis—Anemia of program

Vitamin deficiency of youth responsibility, characterized by a rash of petty jealousy.

Fluctuating temperatures of parents, caused by poor scheduling of activities.

General debility on the part of the homes, schools, social agencies and youth groups.

Prognosis—Poor, unless drastic remedies are taken.

Prescription—Complete physical examination of program, schedule, facilities and leadership. On basis of findings, apply following remedies as needed:

1. Employ a leader for the teen center, either on a full or part-time basis.
2. Set definite hours and notify parents so that they will know when to expect youngsters home.
3. Failure in a school grade—no teen center for that teen-ager on school day nights.
4. Bring all the criticisms and problems out into the open. Hold a general meeting of the teen-agers, representatives from the various agencies and parents. Let the fur fly!
5. Appoint a committee at that meeting—of teen-agers *and* townspeople—to analyze the situation and propose a plan for remedying it. That plan might mean a complete reorganization. In any case, it should be definite and drastic.
6. Don't expect busy teen-agers to go very far *alone*. They need enthusiastic guidance—but it should be *guidance*. The real responsibility should be theirs.
7. Cut down hours of teen center if youngsters have too many extra-curricular activities.
8. Conduct an interest survey to find out what the teen-agers would like in the way of program. Organize smaller interest groups on the basis of such findings.
9. Get volunteers to lead special activities such as painting, drawing, jewelry-making, archery, dancing, radio club, and so forth.
10. Plan special outdoor activities—bicycle hikes, sunrise breakfasts, wiener roasts, beach parties, hayrides, moonlight picnics, box suppers.
11. Use all facilities available—parks, playgrounds, church recreation rooms, social agencies, as well as teen center.
12. Start a little theater group, with the teen-agers in charge of costuming, sets, make-up and directing, as well as acting. Use stunts and skits first, then simple one-act plays. Produce them finally *for* something — veterans' hospital, church, PTA group, Red Cross.
13. Start a barbershop quartette among the boys; a teen chorus; a teen band or orchestra. Use them on community programs, picnics, dances.
14. Start a junior garden club, classes in flower-arrangement, a contest or flower show.
15. Plan a city-wide art exhibit—on the sidewalk of Main Street.
16. Don't expect miracles. Self-government is not easy to learn, nor to practice. Civic responsibility is slow to germinate. Look at us adults!

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Title.....

Address.....

At Headquarters . . .
George A. Nesbitt

SMILING, CURLY-HAIRED George A. Nesbitt, of the National Recreation Association, has had a varied career. For instance, few people who know of his long and enthusiastic service in the Association are aware of the fact that his college degree from Ohio State University in 1912 was a Bachelor of Science in chemical engineering. Although no one would exactly refer to recreation as a siren, George certainly listened to the siren's song when he was lured from his chosen path and into recreation work these many years ago!

It might be said that it all started back in 1911 during his undergraduate days, when he wrote a paper for a bible class banquet upon "The Value of Church Playgrounds." Just why he chose that subject at that particular time he will never know; but one thing led to another, as it always does. . . .

After leaving college he worked in the field of chemistry for a time, but found, to his surprise, that it was not the type of thing that he really wanted as a life career. He tried other ventures, such as advertising and selling; and meanwhile, interesting letters began to come to him from Howard Braucher of the Playground and Recreation Association of America. Such correspondence, over a period of several years, eventually led George Nesbitt to the doors of the National Recreation Association where he signed a four-year contract. In taking this drastic step he felt that he was signing his life away, and perhaps he was—for he has been with the Association ever since.

When war started, April 6, 1917, the Playground and Recreation Association mushroomed almost immediately to take over the responsibilities of War Camp Community Service, and George was thrown headlong into its activities as it expanded. His big job during the War Camp period was as manager of the Assignment Bureau.

The bureau was promptly created to deal with emergency problems and needs; and so urgent was this work that only a few weeks after Uncle Sam claimed him for service to his country, he found himself assigned back to his old job, but in Army uniform.

At the end of the war, and following the merging of Community Service with the regular field service department of the Association, Mr. Braucher wrote him: "During the last twelve years there have been few tasks for the Association which have been carried through with more nearly one hundred percent efficiency than your work in the Assignment Bureau." A valuable service had been performed; George Nesbitt had found his niche. He was content.

He next joined the finance department, managing finance appeals from Association headquarters. Here he found satisfaction in doing a real promotion job, keeping the Association's relationship with sponsors a happy one, keeping the finance machinery running smoothly. This continued until 1933 when he began to receive field assignments of a promotional nature. He spent about seven months in the Southwest stimulating interest in and support of the Association's work. In the East, various of his projects included that of checking upon communities where Emergency Relief Administration workers might be needed, and bringing Association service to communities that had tried, without success, to have year-round recreation programs.

During the second World War and resultant shifting of professional personnel, the Association called upon him to serve as district representative in Michigan and Ohio. This assignment, though temporary, turned out to be of nearly five years duration; and not until late 1946 could he break in another man and return to other duties requiring someone with his special skills.

George Nesbitt's service with the Association also has included responsibility for a number of studies, some of which were made primarily as work tools for staff members. Among these were a general study of county recreation and its possibilities, a specific county recreation study in Anne Arundel County, Maryland, a supplemental study

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on charges and fees in public recreation, and various community recreation studies.

At headquarters, Mr. Nesbitt's background of varied experience frequently causes him to be called upon to pinch-hit for other staff members when they are away for an extended period. He also represents the Association at important conferences. Many recreation people have come to know him through his registration activities at the Congresses, as well as through his work in twenty-eight states and in Canada.

It pleases him greatly to be stationed at Association headquarters. Thus he is able to live at home, in upper Montclair, New Jersey, and to share simple pleasures with his small, closely knit family. He loves to putter around the house repairing furniture and household equipment, working in the garden, and improving things in general. Mrs. Nesbitt joins him in these projects. She, by the way, is an accomplished musician, a graduate of Oberlin Conservatory, and has taught piano for many years. Son Bill and daughter Nancy are gifted children. Bill, now a junior at Yale—who was with the army on Okinawa—came forth with an inspired bit of poetry during the early days of the war. The poem, which was adapted for use in Memorial Day exercises at the local high school, appeared in the August 1942 issue of RECREATION. Nancy, on the other hand, is now a senior in high school, and has played the flute and piano in different orchestras at school affairs. She has spent three summers as an assistant on the local playgrounds, will be a playground director this summer, and will go on to Wellesley in the fall. Last year she was girl tennis champion of the town.

One suspects that with this busy, satisfying life, George Nesbitt has little call to turn his thoughts back yearningly to chemistry.

Neighborhood Play Centers

A SPONSOR FOR every Neighborhood Play Center is part of the recreation plan in Galveston, Texas, in an endeavor to set up a program whereby every vacant lot in the city can be converted for recreation for each particular area.

Several steps already have been taken towards achieving this goal. A survey of Galveston was made listing the address of vacant lots and, by checking with the proper authorities, the owners of the lots were located. Permission for use of the land was granted by all of the contacted owners, with the understanding that they incur no expenses and that, if the lot is sold, the moving of the playground equipment to a new site will not be charged to the sponsor or property owner. The next challenge—to have the Park and Esplanade crew clear the ground—also met with victory. So now the main problem is obtaining the sponsors.

Under the "sponsor system," each individual or firm who undertakes a sponsorship will pay $59.15 for all of the equipment used—including the lumber needed for the building of facilities; one volleyball and net; one basketball and goal; two horseshoe sets; one gallon of green paint and two pounds of nails. A family living nearby will maintain the playground equipment (balls, horseshoes and the like) and will issue it to the children after school hours and on Saturdays and Sundays.

A sign four feet by six feet will be erected at the front of each lot with the following information:

CITY RECREATION DEPARTMENT
"NEIGHBORHOOD CENTER"
Donated by
(*Sponsor's name*)
Equipment may be secured from
(*Maintainer's name*)

and each center will be set up in identical fashion so that sponsors will not complain of partiality and children will not have to seek play lots outside of their own neighborhood. Each lot will have a volleyball court, one basketball rack and goal, two horseshoe courts, and a sand box where the younger children can frolic without being endangered by active older boys and girls. A sliding board, see-saw and swings may be added later by the City Recreation Department.

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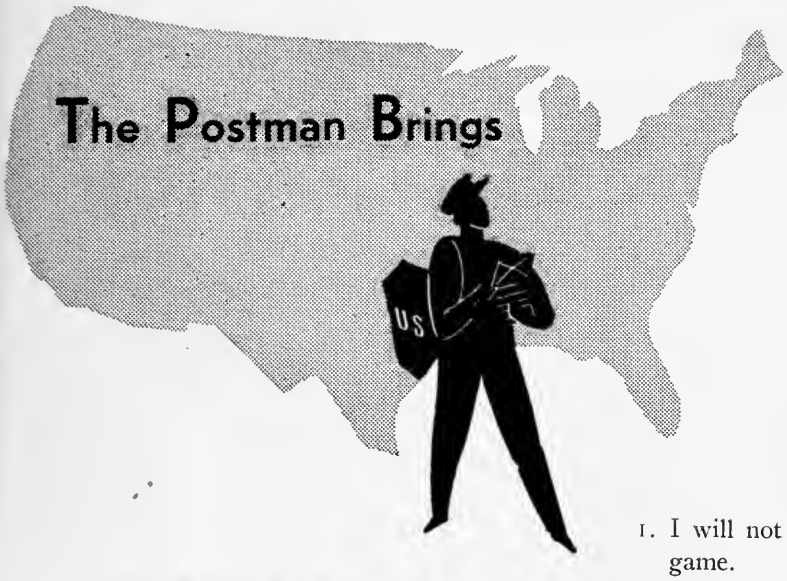

Questions About—

A "Knot-Hole Gang"

***Question*—I have been placed as chairman of the committee on boys' and girls' work for the local Kiwanis Club, and our main project for the coming year is the organization and the carrying on of a *Knot-Hole Club.* Last year we tried to carry on this project but did not have much success, and we feel that this was occasioned by the fact that we required regular attendance at Sunday School as passes to attending the ball games in the Knot-Hole Club. We received some criticism and have decided to eliminate this requirement this summer.**

May we have the benefit of your experience along this line so that we may be better able to carry on this project more efficiently?

Answer—The term "Knot-Hole Gang" is generally used to indicate a very loose organization of boys under sixteen years of age who, in return for certain promises of behavior, are provided with tickets for baseball and football games or other sports. These tickets are generally made available through the cooperation of public or social agencies such as the public recreation department, the YMCA, the Rotary Club, a local newspaper, local baseball clubs, settlement houses, boys' clubs, and other organizations interested in boys' welfare. Usually the "Knot-Hole Gang" is widely publicized through the newspaper, and membership cards are distributed through such agencies as mentioned above. These membership cards give the name of the boy and the name of the agency from which he received the card. On the back of the membership card are listed agreements which run as follows:

1. I will not at any time skip school to attend a game.
2. I will attend no game against the wishes of my parents, principal or teacher.
3. I will uphold the principles of clean speech, clean sports, and clean habits, and will stand with the rest of the Gang against cigarettes and profane language on the field.
4. I understand that the breaking of this agreement will cost me my membership in the Knot-Hole Gang.

The youngster carries this membership card with a specific ticket to a game with him and when he presents it at the gate he is seated in a special section reserved for the Knot-Hole Gang. This section is usually in charge of some representative from one of the agencies. As a matter of fact, frequently a member of one of the agencies accompanies each group of the boys attending the game. Sometimes membership is limited to boys twelve years of age or under, sometimes to sixteen years and under.

In Newark, New Jersey, this program was sponsored by the Newark International League Baseball Club, the Boys' Work Council, the civic and service clubs, and the Recreation Department of the Board of Education. In Cincinnati, the Knot-Hole Gang is sponsored by the Cincinnati Baseball Club with the cooperation of a great many social public and private agencies interested in boys' welfare. In New Haven, Connecticut, membership is open to boys who are affiliated with member agencies or institutions. When a boy has become a member, he must make an application for membership to the Knot-Hole Club through that agency.

In other words, organization follows a very simple pattern, and attempts to tie the youngster up with some social agency.

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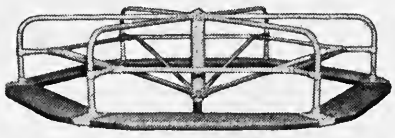

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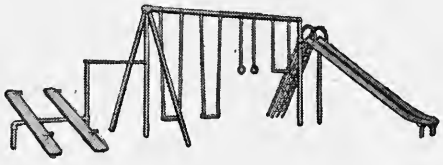

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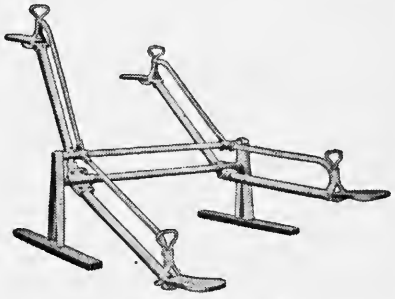

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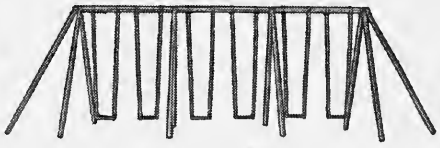

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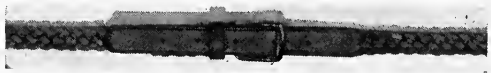
Robert J. Dunham . . .

ROBERT J. DUNHAM died in Phoenix, Arizona, on February 2, 1948, at the age of seventy-one. A native of Chicago, where he became nationally known as an eminently successful business executive, he was best known in park and recreation circles through his association with the Chicago Park District.

In 1934, when the people of Chicago voted to consolidate the twenty-two independent park districts of the city into a single park district, Mr. Dunham was appointed president of the newly formed Park Board. He held this post with marked distinction and without remuneration for twelve years. His administration of the Chicago Park District was notably efficient. Most of the separate districts he inherited were greatly in debt and a few were bankrupt. Gradually, under Mr. Dunham's leadership, the entire park system was placed on such a sound business and economic basis that it now serves as a model for other groups in the area.

His contribution to Chicago's park service was more than a contribution of business efficiency. He had a deep sympathetic understanding of the place of organized recreation in park work.

A reporter interviewing Mr. Dunham wanted to give special emphasis to the community value of the park system, bringing out especially the fact that its expenditures help create employment in the city. Mr. Dunham convinced the reporter that such monetary values were far less important than the vital values of park work. He said: "I think making Chicago a safer, healthier and friendlier place to live in is a much more important contribution to Chicago's business world than the money we dispense either in payroll or in purchase of commodities. I think that what we contribute to the morale of the people, to their courage, to their confidence, to their pride in their community or their city, is of much more benefit to trade and manufacture. We are making Chicago a better place in which to live and raise a family. We are making it a pleasanter place to visit, on vacation as well as on business. We are adding to public contentment and neighborliness. We are uniting our people with new cross lines of acquaintance and friendship. We are broadening the general cultural outlook, developing new interests on which people can get together in friendly relationships. We are developing civic pride, and promoting civic unity."



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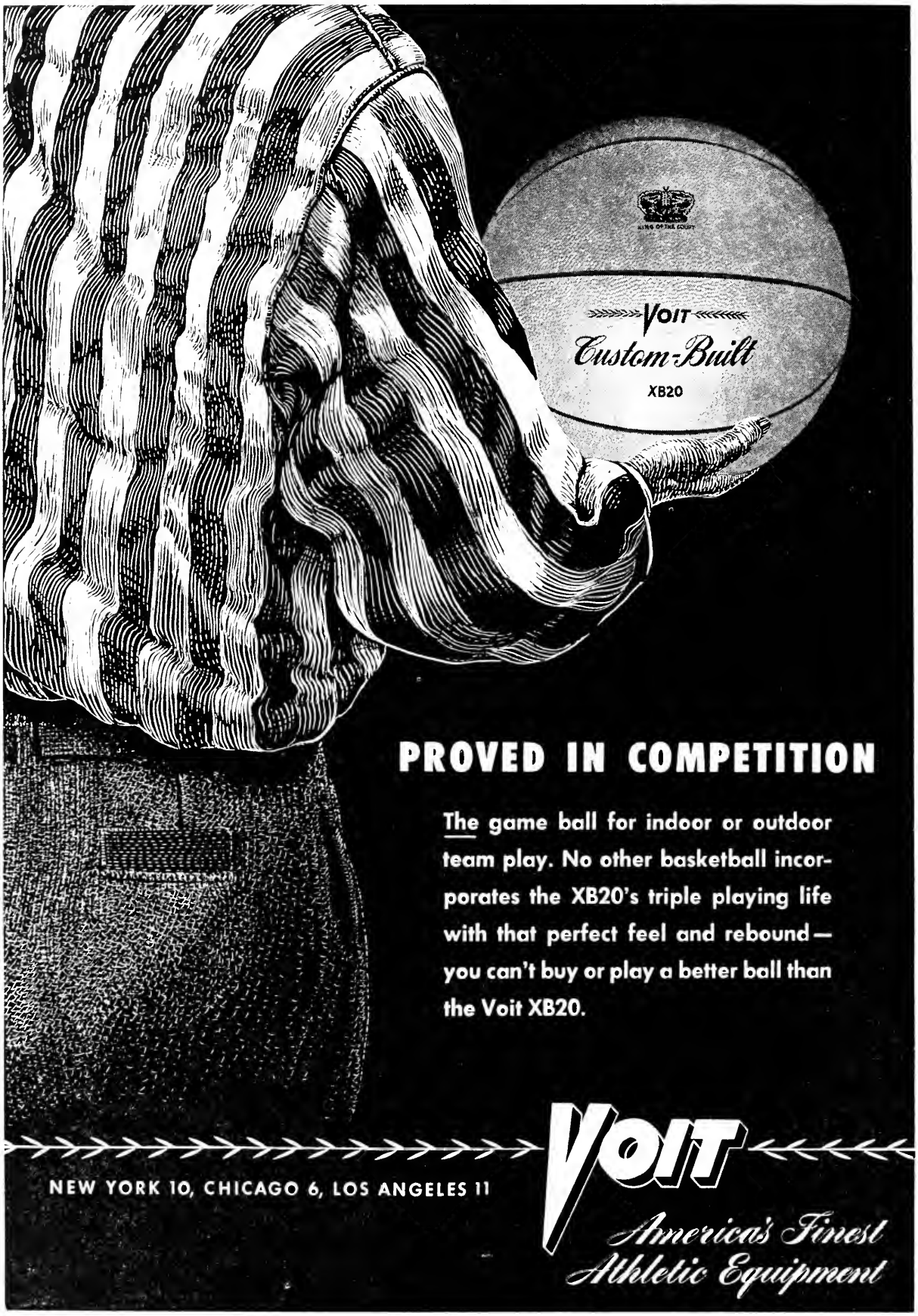
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Teacher's Guide in Health Education for Secondary Schools. Prepared under the direction of the California Community Health Education Project, California State Department of Education, August 1947

Golf Range Operator's Handbook: Construction, Maintenance, Operation. National Golf Foundation, 407 South Dearborn Street, Chicago 5, Illinois. 1947. Price $1.00

Higher Education for American Democracy, Washington, December 1947
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Authors in This Issue

BETTY CARLSON—Miss Carlson writes, "It is so easy to overemphasize the importance of specialized sports and to neglect completely so obvious an activity as hiking. How many people have the opportunity to play field hockey once they leave school? Hiking is an activity with real carry-over value." Article on page 53.

RALPH GRIFFIN—Ralph, 11 years old, had his story—A Short Tale of Sprout—published in *The Florida Park Service News*. Reprinted on page 55.

CATHERINE MACKENZIE—Editor "Parent and Child," Sunday Magazine Section, *The New York Times*. Article on page 56.

EVELYN E. KAPLAN — Director, Civic Center, Ketchikan, Alaska. Article on page 58.

RUTH GARBER EHLERS — Recreation Training Institute, National Recreation Association. Article on page 70.

P. R. PLUMER—State Park Director, South Carolina. Article on page 74.

Books Received

Administration of Group Work, by Louis H. Blumenthal. Association Press, New York. $3.50.

Babe Ruth Story, The, by Babe Ruth. E. P. Dutton and Company, Incorporated, New York. $3.00.

Daredevil, The, by Leland Silliman. The John C. Winston Company, Philadelphia. $2.50.

Let's Make a Puppet, by Helen Farnam and Blanche Wheeler. The Webb Publishing Company, Saint Paul, Minnesota.

Modern Dance in Education, by Ruth Whitney Jones and Margaret DeHaan. Bureau of Publications, Teachers College, Columbia University, New York. $1.35.

Mr. Lincoln's Whiskers, by Adrian Scott. Greenberg: Publisher, New York.

Official Boxing Guide, 1948. A. S. Barnes and Company, New York. $.50.

Official Ice Hockey Guide, 1948. A. S. Barnes and Company, New York. $.50.

Official Swimming Guide, 1948. A. S. Barnes and Company, New York. $.50.

Party Fun, by Sheila John Daly. Dodd, Mead and Company, New York. $2.00.

Plastics Made Practical, by Chris H. Groneman. The Bruce Publishing Company, Milwaukee, Wisconsin. $4.50.

Riding Simplified, by Margaret Cabell Self. A. S. Barnes and Company, New York. $1.50.

To Your Health and Emotions, Lady!, by Margaret W. Metcalf. The Woman's Press, New York. $.50.

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New Publications

Covering the Leisure Time Field

New Art Series

Crown Publishers, New York. $.59 each.

THE PUBLISHING OF four small, beautifully produced art books inaugurates a new pocket-size *Masters in Art Series,* issued in association with the Hyperion Press of Paris and New York. Each volume contains eight reproductions in color, and forty black and white reproductions of the paintings of a given artist as well as a short preface about his life and work. Each has been prepared with the same painstaking attention to detail found in the more expensive art books and each is printed on a heavy grade of coated paper thus reproducing true color brilliance and tone. The first four titles are: *Van Gogh,* by Andre Leclerc; *Renoir,* by Andre Leclerc; *Degas,* by Henry Dumont; *El Greco,* by Henry Dumont. Scheduled for fall publication: *Rembrandt, Botticelli, Goya, Cezanne.*

The Book of Nature Hobbies

Ted Pettit. Didier, Publishers, New York. $3.50.

DO YOU KNOW how to make plaster casts of bird tracks in the snow, make a nesting material rack, how to make an outdoor aquarium for turtles or frogs, build a fern garden, mount a leaf collection? Here are directions for all of these and many other projects pertaining to having fun with, and learning about, nature. This is a detailed guide to the many healthful activities possible in a hobby which involves no expense or equipment and in which the whole family can share. Illustrations are drawings made from life by Don Ross. Recommended by the American Library Association, adopted by both the Girl and Boy Scouts, this book presents excellent material for the leader of nature activities, as well as for the individual.

Folk Dancing

American Squares, William Penn College Press, Oskaloosa, Iowa. Subscription 12 issues per year, $1.00; single copies $.10 each.

A MONTHLY PUBLICATION containing square dance information, material for teachers, callers, musicians, square dance news, dances, book reviews, a directory of callers and orchestras. Requests for sample copies welcomed.

English Country Dances, The Country Dance Society of America, New York. $.25.

THIS BOOKLET WAS prepared by Douglas Kennedy, Director of the English Society, who has gathered together fourteen dances which are very popular with young and older people who enjoy dancing for its fun and sociability. All except three are traditional dances handed down in England from one generation to another. American square dances are rapidly growing in popularity in England. In turn, this little book (with music) will add to the knowledge of English dances in this country.

Music

Singing for Fun, by Ruth Bampton, Mills Music Company, Inc., New York. $1.00.

THIS IS AN appealing collection of songs for young children, provided with melody, words and easy piano accompaniments. It includes material for the four seasons, songs about nature, animals, games and activities, nursery rhythms, patriotic and sacred songs, and a few songs to be dramatized. All are kept within the range of the small child's voice. A number of the pieces have attractive marginal illustrations in black and white, and pages of the book are hinged so that they open flat. Directions are given for the singing games.

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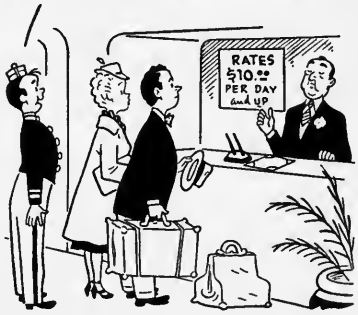

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Recreation Training Institutes

May and June

HELEN DAUNCEY Social Recreation	Spokane, Washington May 10-14	S. G. Witter, Director of Recreation
	Boise, Idaho May 17-21	Bob Gibbs, Director of Physical Education
	Idaho Falls, Idaho May 24-28	Jim Infelt, General Secretary, YMCA
	Hutchinson, Kansas June 7-11	Charles Kremenak, Superintendent of Recreation
	Pullman, Washington June 21-July 2	Dr. Helen G. Smith, The State College of Washington
RUTH EHLERS Social Recreation	Birmingham, Alabama May 10-14	Mrs. Agnes C. Henagan, Supervisor of Recreation
	Tuscaloosa, Alabama May 15-16	Miss Minnie Sellers, City Recreation Department
	Lexington, Kentucky June 7-11	Miss Anna Pherigo, Executive Director, Board of Park Commissioners
	Westchester County, New York June 21-25	E. Dana Caulkins, Superintendent of Recreation
	Chester, Pennsylvania June 28-July 2	R. M. Shultz, Recreation Director
ANNE LIVINGSTON Social Recreation	Lake Ozark, Missouri May 10-14	R. R. Andrews, President, Lake of the Ozarks Association
	Salina, Kansas May 17-21	David Zook, Superintendent of Recreation
	Kansas City, Missouri May 24-28	Woodrow Austin, 2025 Tracy Street
	Peoria, Illinois June 7-11	Frank Bowker, Acting Director of Recreation
	Lansing, Michigan June 17-18	Herbert Kipke, Recreation Director, Board of Park Commissioners
	Pittsfield, Massachusetts June 21-25	Mrs. Corinne Conte, Supervisor of Girls, Park Commission
	New Britain, Connecticut June 28-30	Joseph Hergstrom, Superintendent of Recreation
FRANK STAPLES Arts and Crafts	Syracuse, New York May 10-21	Mrs. Helena Hoyt, Superintendent of Recreation
	Omaha, Nebraska May 24-28	R. B. McClintock, Superintendent of Parks and Recreation
	Jefferson City, Missouri May 31-June 4	Ben Porter, Director of Parks and Recreation
	Steubenville, Ohio June 7-11	Frank Y. Linton, Director of Recreation
	Hammond, Indiana June 14-18	R. W. Cunningham, Superintendent of Recreation
	Amsterdam, New York June 21-23	Alex H. Isabel, Supervisor of Recreation
	Glens Falls, New York June 25	D. L. Reardon, Superintendent of Recreation
	Rome, New York June 28-July 9	William Keating, Director of Recreation
ALICE VAN LANDINGHAM Social Recreation	Parkersburg, West Virginia May 10-14	William Pearson, Director, Wood County Recreation Commission
	Rochester, New York June 28-30	O. W. Kuolt, Council of Social Agencies, 70 North Water Street
GRACE WALKER Creative Recreation	Chattanooga, Tennessee May 10-14	Ed Hargraves, Superintendent of Recreation
	Toledo, Ohio May 17-21	William A. Smith, Jr., Executive Director, Frederick Douglass Community Association, 201 Pinewood Avenue
	Kansas City, Missouri May 24-June 4	Woodrow Austin, 2025 Tracy Street
	Birmingham, Alabama June 14-18	N. C. Ward, Manager, Smithfield Court, 150—8th Avenue, North

Schedules of National Recreation Association training personnel are fairly well filled until the beginning of the fall season. Requests for institute assistance for fall and winter months should be sent in now. Weeks as far ahead as March 1949 already have been requested.

"WE must provide an environment and a routine in which the inner life can flourish no less than the outer life; in which fantasies will not be wholly dependent upon the film; in which need for song will not depend wholly upon the radio or gramophone, and in which men and women will have a going personal life that is central to all their associated activities."

—Lewis Mumford

RECREATION

Price 35 Cents

June 1948

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PICTURE CREDITS — We are indebted to: Gedge Harmon for illustration on cover; Madison, Wisconsin, Conservation Department, page 120, upper left hand corner; *The Milwaukee Journal*, pages 120-121, bottom center; Fish and Wildlife Service, U. S. Department of the Interior, for that of canvasbacks, page 122; General Motors, Detroit, Michigan, page 125.

DON'T MISS — News about the 1948 National Recreation Congress on page 122. Plans are taking shape for a valuable meeting in Omaha, Nebraska, the week of September 26. *All suggestions gratefully received.*

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RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscription $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

June 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

Abbie Harrison Condit

OUTSTANDING WAS Abbie Condit's contribution to the world in which she lived. For a period of years she had helped, after Wellesley College days, in children's aid and family welfare work. She herself was very happy, smiled easily, and it was fitting that she should take up the work of the National Recreation Association in the early pioneer days. She helped in nearly every part of the work in the first years and then centered her time on the RECREATION magazine, the bulletin service and the books and publications of the Association.

In the recreation publication field through the years her contribution was very great. Her common sense, her humor, her feeling of proportion, her instant perception of the genuine and the worthwhile, her liking for people all helped. Partly because Abbie Condit liked people so much, people everywhere liked her, liked to see her, liked to do things for her. When individuals came to the N.R.A. office or to the Recreation Congress, so many of them sought out Abbie Condit and were disappointed if for any reason they did not see her. To many Abbie Condit was the embodiment of the spirit of the Association. She sought nothing for herself; she gave without stint of her knowledge and her ability; she helped thousands, some of them in far countries throughout the world.

Abbie Condit welcomed life eagerly and had fun in living.

HOWARD BRAUCHER.

Reflections

Some of those who knew Abbie Condit personally, here pay individual tribute to her generous and friendly spirit.

"When I first walked into the office in 1913, Abbie Condit was a member of the very small staff of the Playground and Recreation Association of America (now National Recreation Association). I had spent a summer supervising the playgrounds in Erie, Pennsylvania. Three years later, I became a fellow worker with Abbie. I was one of the five field secretaries of the Playground and Recreation Association, and Abbie was editor of *The Playground* magazine. Although we worked together, our specific tasks were different. But, as I worked in the field making recreation surveys and pushing recreation campaigns, I enjoyed a feeling of solid support from the headquarters office in New York. I always visualized Abbie Condit as gathering in all the vital news about the progress of this new movement throughout the United States. I always thought of her with that friendly but determined smile sorting out the news and giving it to us through the magazine and through the Special Bulletin Service.

"The work done by Abbie Condit, and the imprint of her spirit upon those with whom she worked, will continue to extend a real, though unseen, influence upon the future advancement of our recreation movement."

E. Dana Caulkins,
Superintendent of Recreation,
Westchester County,
White Plains, New York

"Those of us who pioneered the public recreation field on the west coast will always remember the helpfulness and encouragement of Abbie Condit. Although we were separated by thousands of miles, Abbie Condit was fully aware of recreation progress in the western states, and did much to publicize and emphasize its important contribution to western living. Her genuine spirit of friendliness strengthened the bonds of the recreation family."

Josephine D. Randall,
Superintendent of Recreation,
San Francisco, California

"Everyone whose life touched Abbie's gained a greater courage, a keener joy of living, a better understanding of what it means to live without thought of self. Such radiance of spirit is never lost. It is for us who were her closest friends to try as best we can to pass it on to others."

Helen Lord Smith,
Former NRA Staff Member

"It was at the time of War Camp Community Service (World War I), that I first met Abbie Condit. I was a stranger to the staff of the National Recreation Association and a comparative stranger to New York. Almost at once, her genial welcome made me feel one of the family. As the days and weeks went on, I came to appreciate her poise and steadfast qualities. Her loyalty to the purposes of the organization of which she was a part, together with her loyalty to her associates, made those who were her co-workers rally to her. She was folksy. She liked people and people liked her. A Recreation Congress seemed not to be a congress without Abbie.

"Rarely does one meet a more self-effacing person who so generously gave credit to others for that which really she accomplished. Moreover, her faculty of seeing the best in those she met, and of looking on the bright side of situations are gifts of character which she cannot but have passed on to those who knew her."

Eva Whiting White,
Women's Educational and Industrial Union, Boylston, Massachusetts

"When you think of Abbie Condit, you think

of the word integrity. There was something combined-into-a-whole about her; some soundness and completeness. What she undertook, she did heartily, with understanding and sincerity. I remember those many years when she was the mainspring of the Recreation Congresses. Personally, she always stood for me as a protagonist of play. She knew what friendship and shared interests meant, and above all, she was acquainted with humor. It is impossible to be narrow-minded if you possess this quality. To realize the littleness of big things, and the bigness of little things, to be able to see the ludicrous in the complacent, presupposes detachment. And detachment means an open and perceptive mind. I shall miss her very much, but I think wherever she is all goes well with her; there would be no justice if it did not."

JOSEPHINE BLACKSTOCK,
Director, Playground and Recreation Board, Oak Park, Illinois

"No matter how religious or spiritual we are, no matter how firmly we believe that this life is but transitory and that those like Abbie who leave this mortal sphere pass into the Communion of Saints, we cannot help but grieve and be lonesome and feel the void of that which cannot be filled by another.

"Abbie Condit was a wise counselor, a diligent and efficient associate, and a sincere and inspiring friend. Among the many who will miss her will be, now and always, my unworthy self. To her family and to you her associates, I present my understanding and heartfelt sympathy."

GUSTAVUS T. KIRBY,
Chairman, Department of Planning, White Plains, New York

"Abbie Condit's postscripts on my letters were a true index of her character—jovial, vivacious, likeable, loyal to the National Recreation Association. She was a devoted member of the recreation family in America. Everybody loved her."

TOM LANTZ,
Superintendent of Public Recreation, Tacoma, Washington

"Abbie Condit was typical of many pioneer workers who found their own life—and found it with great joy—in the recreation movement."

HOWARD BRAUCHER,
President,
National Recreation Association

"I was stunned at first at the grievous news of Abbie's going. It just *couldn't* be. There must always be an Abbie. But as the days go by I find that she really hasn't gone. So rare a spirit, so great and loyal a friend lives always in the hearts of those who knew her; she is warmly present, though the loss of her staunch presence is deep and real.

"Though my period of working with Abbie Condit was but a short one, it was so happy and of untold value to me in knowing her as a person and friend and in having her wise, patient and generous help in my work. Her deep loyalty and interest in the Association is an inspiration and challenge, and her friendship through the following years has been a comfort, joy and honor.

"My heart goes out to you, for I know that you will feel her going keenly, even though the real Abbie Condit will always be near and dear. How many, many people will always carry the memory of Abbie close in their hearts!"

BETTY PRICE PUCKLE,
Former Assistant to Abbie Condit

Resolution

"The Board of Directors of the National Recreation Association hereby record their feeling as to the deep and permanent contribution Abbie Condit made during her thirty-five years of service to the recreation movement throughout the world.

"The recreation movement owes much to the early pioneer professional workers, and outstanding in this group was Abbie Condit. She worked with rare efficiency and in her own life carried the spirit of the movement."

Passed by NRA Board of Directors at annual meeting May 26, 1948

Abbie Condit Fund

When Abbie Condit's happy, purposeful and busy life was about to close, she knew it and faced it in her characteristic way. Her wish was that in place of flowers contributions be sent to those causes which were close to her heart. Among her last words was the name of the National Recreation Association to which she had gladly and generously given most of her life.

It will, therefore, be very satisfying to all who knew Abbie Condit to be told of the plan to have her name and her spirit perpetuated through the establishment of an "Abbie Condit Fund." The income from this and other funds established in memory of those who have helped to build the National Recreation Association will be used to carry on its work. Any who wish to share in this plan may mail contributions to the Association.

Abbie on the job —and off

As I look back over the years I have known Abbie Condit, I find it impossible either to remember the time we first met or to realize how comparatively few were the years I really knew her. I suppose actually we first met at a board meeting, although her name had long been familiar to me through my father. He spoke of her so often with affectionate appreciation that I had come to know her subconsciously as one of the leading spirits of the playground movement—years before I ever saw her. But the fact that her name was thus familiar to me is in itself significant of what she was. The strong, open, honest beauty of her face, the warmth of her smile and the genuine friendliness of her greeting were such that one felt an immediate contact and rapport as if one had always known her.

In my early days on the Board, when I was new and strange, it was always a pleasure to see Abbie come in with her welcoming smile. Hers was the personality that stood out above all others, so that one soon came to watch for the responsive twinkle in the eye and to listen expectantly for the ready wit which, usually held in abeyance during board meetings, came with the suddenness of lightning, followed by her gay laughter.

One of her classic witticisms at one of these meetings took place during the war when a "Buddy Box" (a small and compact receptacle containing a diminutive set of checkers and other games) was being passed around the table. As the Chairman examined it, Abbie said, quick as a flash, "Mr. Garrett's looking for a discus"*—a remark which nearly broke up the meeting and was especially appreciated by Mr. Garrett himself.

But, though none was more cordial to each and every board member than she, Abbie usually kept her best sallies on such occasions for the private ears of her special friends on the Board, with whom she had built up a close relationship through the years. Mr. J. C. Walsh was one of these, and the badinage carried on between them before and after the transaction of business was continued by correspondence. How Abbie did enjoy and appreciate her letters from Mr. Walsh! Emerson says it takes two to speak the truth. So, also, does it take two to write a letter—especially that kind of letter—one to compose it and one at the receiving end to call it forth.

Mr. Walsh once told me that my father had said to him that they two were the only Irishmen on the Board, "And you know," said Mr. Walsh, "it was true, too—at least it was true of him!" I believe Mr. Walsh might have said the same thing of Abbie Condit. She had a warmth and a special genius for human relations which might well have been Celtic in origin.

I don't know much about Abbie's ancestry—it being characteristic of her that she seldom, if ever, talked of herself—but somewhere there must have been a sea captain. One felt this kinship not only because of a certain tough-fibred integrity but also because of the sailor's roll in her walk, and the changing light in her face that one sees only on the ocean or on a northwest day in the mountains when cloud shadows pass across the bright sunlit slopes. Angelo Patri once told a story of a child, who had been unhappy at school, coming home

* Mr. Garrett had taken part in the discus throwing contest at the Olympic games held in Athens.

By Susan M. Lee

one day full of contentment and saying to his mother, "We have a new teacher today who smiles with her eyes." Nobody who knew Abbie Condit can ever forget the light in *her* eyes when she smiled. Perhaps it is this which her friends will remember best. But nobody who knew her well can forget, either, the shadow which passed across her face and the dark depths of her eyes when her ready sympathy was called forth by the troubles of a friend, or her indignation aroused by a stupid or mean action.

Almost from the first day I went to work at the N. R. A., Abbie became one of my special friends. Four days out of five at the least found me seeking her out at her desk at the mid-afternoon break to smoke a cigarette and exchange the latest news—confident of her unfailing response. No matter how snowed under with work or how near the magazine deadline, she never seemed hurried and her cheery greeting was always forthcoming. Her desk was the rendezvous for a group of friends, and anybody within earshot, no matter how busy he might be, found himself irresistibly drawn into the group by the infectious quality of her hilarious laughter.

At other times I flagged her as she passed my desk to share with her the latest juicy bit, or she stopped by with some new story of her own, or some clipping which had entertained her. Once, without comment, she left an article which had come to her desk for me to read, saying she would like my opinion on it. The article was unbelievably bad—woolly both in thought and expression—and I told her as much, only to find, of course, that she felt exactly as I did. This incident seems to me characteristic of her whole approach—never asserting her own opinion and never talking of her trials as an editor, which included arduous hours spent on the thankless task of rewriting such material as this. Because of her innate and instinctive modesty, she never claimed credit even for the many creative pieces of writing which she did herself, nor realized what a living force she had become in the movement, through her friendly contacts with people all over the country—many of whom she had never seen—who, over the years, had come to know her and depend on her. Her lack of egotism, in fact, was so unconscious and complete that only now have I come to the realization that I never heard her say one word to show that she *was* somebody, or to demand any recognition for what she had done either for the magazine or for the Association. And yet there she was, a tower of strength through all the years of growth of the recreation movement, as steady as the sun, and as life-giving to all her fellow workers.

She thought so little either of or about herself and was so out-going in her way of meeting people that I am sure there were few who realized the shyness and the deep reserve which lay behind her friendly ways. Nobody could run faster for cover than Abbie at the merest suggestion that she say a few words at a meeting — however small the group. Her retirement after her thirty-five years of service with the N. R. A. is another case in point, because of the highly characteristic manner in which it was carried out. Though we all knew she meant to retire, she couldn't quite bring herself to mention the date even to her best friends. Parties, tributes, fuss of any kind were completely tabu even as topics of conversation. All that we got away with—and even *this* was completely sub rosa—was a farewell scrapbook in which we all shared, albeit with strict instructions from its secret instigator to keep all entries humorous and gay. The day she was to leave was kept so quiet that I doubt whether many knew just when it was, and—as though she had never left the office—her frequent visits, since that day were on the same old uproarious basis, with Abbie the life of the party and always game for an extra ice cream.

But with all her outgoing nature, her unfailing good humor, her generosity and her fine tolerance of the foibles of her fellow men, which made her beloved by all and sundry, she never lost her sense of values and was completely without pretense about what she liked and didn't like. She simply accepted what she felt could not be changed in men or institutions. As a close friend has said of her, though a person of high principles, she was en-

tirely without malice.

After a recent reunion at Wellesley she told us that her classmates had suggested paying her way to the next one in order to be sure of having her around for comic relief. When all is said and done, one always gets back to humor where Abbie is concerned, as she had that rarest of all qualities, the ability to laugh at herself, which characterizes the true humorist and which, I suspect, was the real key to her character. Not that she ever failed, withal, to give back as good as she took, being ever quick on the come-back, which was made in such a way that her victim led the laugh and returned for more. At Recreation Congresses Abbie was always the center of an appreciative group, and no one was more greatly missed than she on the rare occasions when she wasn't present. If one told her, on return, of the many complimentary messages, she turned them aside with a wisecrack. I can hear her comment now, in that rich voice of hers, as she reads this over my shoulder, and above all I can hear her merry laughter, "Rare" was a favorite word of hers, which she usually applied to people or things which amused her. When one applies the word to Abbie herself one is thinking of more than her talent as a humorist.

Helping the Wheels Go 'Round...

An address presented at the 1937 National Recreation Congress, in which Miss Condit gave a revealing picture of the growth of her own work within the National Recreation Association.

Abbie Condit

WE WHO WORK at headquarters helping to keep the wheels going around are sometimes a little skeptical, just among ourselves, when we hear it said that the really significant work of the National Recreation Association is done out in the field, in the communities, at the training institutes. We admit all this *is* pretty important, but we like to think that our activities at headquarters are equally vital to the success of the recreation movement. "What would field representatives do," we at headquarters whisper to each other, "if they could not say to individuals in the cities they visit 'write to headquarters for information' on surfacing, on playground programs, on community centers, on a thousand and one subjects?"

At headquarters our Bureau of Correspondence and Consultation each year answers thousands of inquiries on all of these subjects which come from large cities and rural districts, from individuals, from organized groups, from foreign countries. Many of these inquiries come from small communities where there is no organized group to which individuals can turn for help. In recent years many of the requests for information have come from individuals working in government recreation projects who, in isolated sections, are organizing recreation programs, frequently the first experience in organized play these communities have had. The Association is very happy to feel that it can serve these individuals and communities.

Last year there were 14,505 letters from 5,772 communities, exclusive of inquiries on drama and music, which amounted to approximately 5,000, making a grand total of over 20,000 inquiries. Over 600 people called at the office to discuss their problems personally.

The inquiries placed before our Correspondence Bureau range from "Please help us plan a party" to "Please send us a complete recreational layout for our community."

Because it is such a human document, I want to take time to read to you a letter that recently came which illustrates one type of inquiry that the Bureau receives. It comes from Jasper, Alabama:

"I live in a small community with not more than twelve girls my size or about my size. We get very lonely for we live about nine miles out of town. The girls of our community would like to know if we could organize

a Recreation Club. I have not had any experience before on such things, but I think my cousin and I could make out. We are willing to pay the dues and buy the badges and certificates. We will also order the monthly magazine RECREATION and many other books. Will you please answer telling us if we can organize a club. Tell me all the information that you can."

In answering these diversified inquiries the literature of the Association plays an important part, and we are very proud of the collection of books, inexpensive practical guides, booklets and pamphlets which have developed over the years. We started with a few pamphlets, most of them addresses at early Congresses, some of them far flung in their influence and usefulness. Many of them you are still using and we venture to say you are finding them as fresh and new in their content and as sound in their philosophy as they were when they were written. There is Joseph Lee's "Play and Playgrounds," Charles Evans Hughes' "Why We Want Playgrounds," George E. Johnson's "Why Teach a Child to Play," and Dr. Finley's "Wisdom of Leisure." There are now playgrounds which owe their existence to the interest these pleas for the right of children to play aroused years ago in groups of public-spirited citizens.

It was not long before the literature of the movement began to grow. The Year Book made its appearance in the magazine, then known as *The Playground,* and we began to record this growth. Each year, with very few exceptions, the Year Book has been issued, representing a cooperative venture in which many hundreds of individuals and communities have had a part.

It was during the war that the bulletin services were really inaugurated. Faced with the necessity of sending out suggestions as rapidly as possible to hundreds of new workers assembled under the banner of War Camp Community Service, the Association began issuing mimeographed bulletins with rapid-fire instructions and suggestions. These bulletins soon became known and are now in real demand. If you are a recreation executive you receive the bulletins with their suggestions for games, social activities, music, drama, and other activities free of charge. If you sometimes become discouraged and wonder *why* you are a recreation executive, comfort yourself with the thought that by being one you are saving $2.50 a year, for all workers other than executives pay this amount for the service. Our subscribers to this particular bulletin include workers from organizations of many types who tell us that they are finding the bulletins helpful.

As time went on we found it useful to apply a little specialization to our bulletins and, at the

present time, in addition to our so-called *Recreation Bulletin Service* which we have just described, we are sending bulletins to the following groups: leaders in the rural field, workers in institutions, recreation and personnel workers in industries, park superintendents and officials, WPA and NYA recreation directors, officials of recreation commissions and departments. Testimony that these bulletins are proving of real service is seen in the fact that they are so widely duplicated and quoted in bulletins and printed material emanating from local recreation groups, WPA and NYA state and county offices. It is a matter of great gratification to the Association that the bulletin services are being found as helpful as all signs indicate them to be.

It was during the war, or immediately after, that what was probably the first booklet, *Comrades in Play,* was published. It is a far cry from that early publication to *Partners in Play,* one of the outstanding books of the Association which deals with the same subject. But it is significant that almost twenty years ago thought was being given to the importance of joint recreation for young men and women—a subject now recognized as fundamental by other leaders of young people as well as by recreation workers.

And so publications have multiplied as the movement has grown. Pamphlets have developed into booklets. Booklets have grown up and become books, until now there are compilations of material on all phases of recreation which we hope are serving as practical guides to those of you working in localities. And the end is not yet. There is infinitely more to be done. More research is needed. It is important that publications be brought up-to-date, that more study be given to specific subjects.

The publications of the Association have never been the work of national headquarters alone. They have always been a joint, cooperative effort, and it is only as you, working in localities, experimenting, making theories realities, have sent us the results of your experiences that we have been able to put these experiences into a form which will make them available for the entire profession.

As an illustration of this I want to tell you of a letter which came to my desk just a few days ago.

It was from a man in the Middlewest who said he was a recreation specialist for a government project, working in recreation centers where there was a dearth of apparatus, games and equipment. "Under these conditions," he writes, "I have been compelled to carry on and assist others to do likewise in numerous centers. My ingenuity has been taxed constantly. I have been forced to utilize what would ordinarily be classed as junk or waste material. In many instances the only equipment available in a center is an old dilapidated piano. I have developed a technique in tearing down discarded pianos and practically equipping a center with a complete supply of puzzles and games. If you would like to publish an article on the subject of supplying your center with puzzles and games from an old piano, I would be glad to send the data to you."

One cannot but be impressed by the ingenuity and resourcefulness shown in this letter, which seem to have come as by-products of the depression, and with the desire to share with others even the small discoveries which may mean financial saving and increased service.

This willingness to share, which has always been characteristic of recreation workers, has made our task as reporters and recorders a far easier one than it otherwise would have been, and we want to pay tribute to the generosity, the spirit of cooperation and the helpfulness of recreation workers everywhere responding to our calls for help. We want, too, to express gratitude for the patience shown when your articles do not appear in the magazine as soon as you or we should like to have them, or when your contributions of material are temporarily mislaid!

We admit regretfully that we are not always able to please everyone. The same mail which brings us a letter saying, "I can hardly wait for RECREATION to come each month," may also bring one which announces, "Your publication is about as bad as any one can be. How can you make it so poor? We inclose two dollars in renewal of our subscription. We will give you just one more chance." We welcome both types of comments. We wish, however, that you would be more specific in your commendation and condemnation. Tell us, please, just why you do or do not like certain articles, and what you feel we can do to improve our publications, not forgetting what you can do to help us make them better, for they are yours quite as much as they are ours.

And, so, at Headquarters at 315 Fourth Avenue, New York City, where you are always welcome, machinery is constantly turning in an effort to help you who are working in communities—not only the machinery for answering inquiries and compiling publications, but machinery for setting up recreation congresses and training institutes, for keeping workers in touch with possible openings in the field, for sending out achievement standards, for making studies and gathering information, for doing the hundred and one things you and others request us to do. And since the machinery is only human, it is subject to human weaknesses and occasional failures to function perfectly. But it is operating in your behalf and so we feel privileged to ask your indulgence and, for the future, even greater cooperation than you have given us in the past.

For both the problems and the opportunities which lie ahead are perhaps greater than any we have had to meet in the past. Those of us who went through the war period working together in War Camp Community Service—and there are here tonight a number of battle-scarred veterans of that hectic period—perhaps felt that we could never again live through so difficult a time; that we could never again be called on to face so trying a readjustment. But in the words of David Cushman Coyle, "we hadn't seen nothing yet," for along came the depression with its devastating effect on the individual and on society, and with it the inescapable responsibility to maintain the morale of the unemployed—a task made the more difficult because, as we went further into the depression, budgets of recreation departments were cut more and more and trained personnel dwindled.

Some of us here have seen what recreation and recreation leadership have meant during two great crises—a world war and an economic depression of vast proportions. We know what has gone into the building of this movement now recognized as one of the greatest forces of American life, now come into its own with the vast new areas of leisure time which a changing society, a new conception of what constitutes living, is bringing about.

In this new era, if we are to meet the challenge, all the technical aids which can be offered through the various channels of the National Association will be needed. We shall need more than ever the pooling of information. We shall need the seasoned experience of the older workers and the enthusiasm and eagerness of the new. We shall need courage, the willingness and ability to make adjustment, and most of all, the spirit of cooperation, the firm abiding conviction that by working together on all fronts we shall make a lasting contribution to a new order of things.

The Story of *American Cities in Recreation*

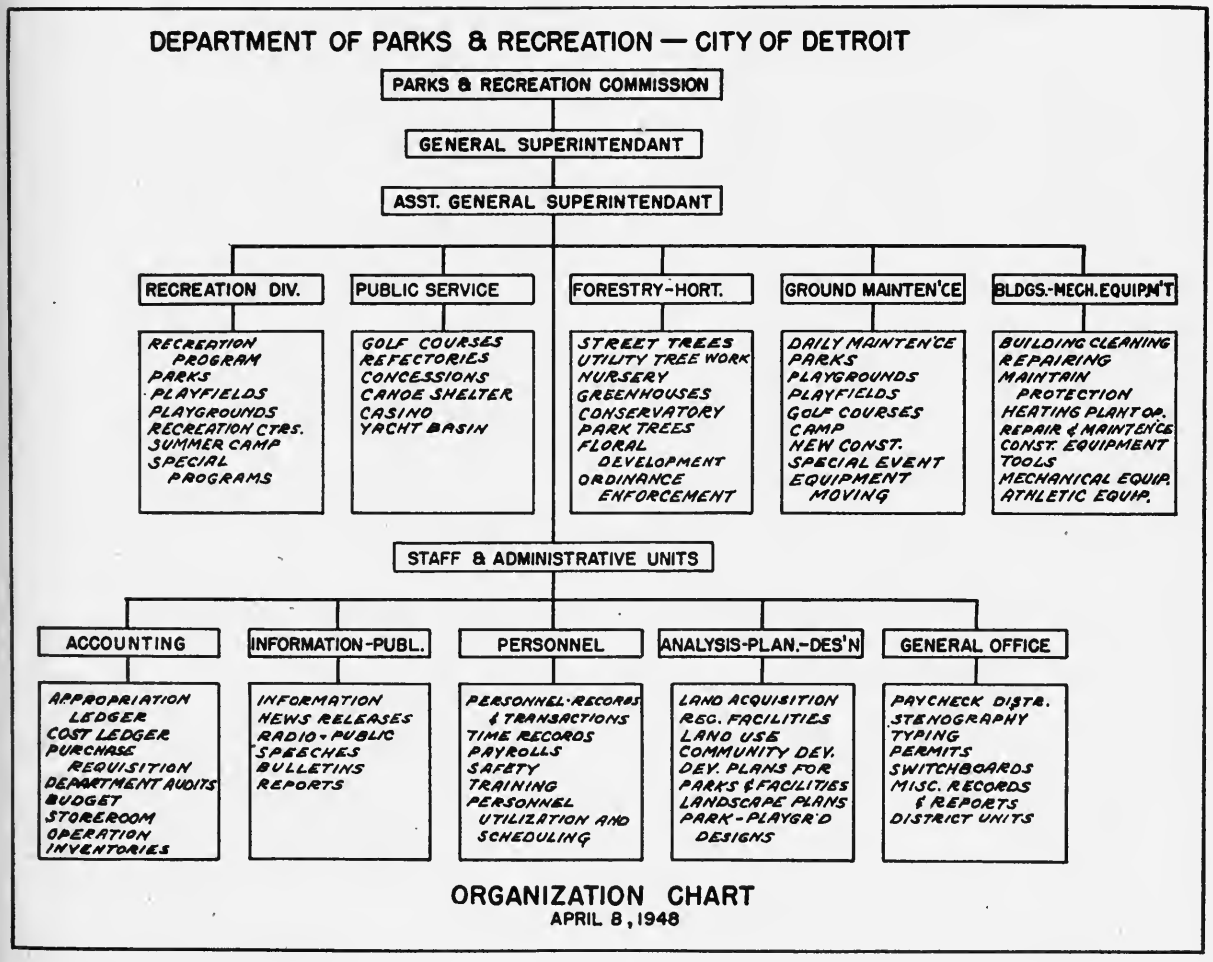
DETROIT

An introductory article in a proposed new series. If this proves of sufficient interest it will be followed every few months by similar articles from other cities.

John J. Considine

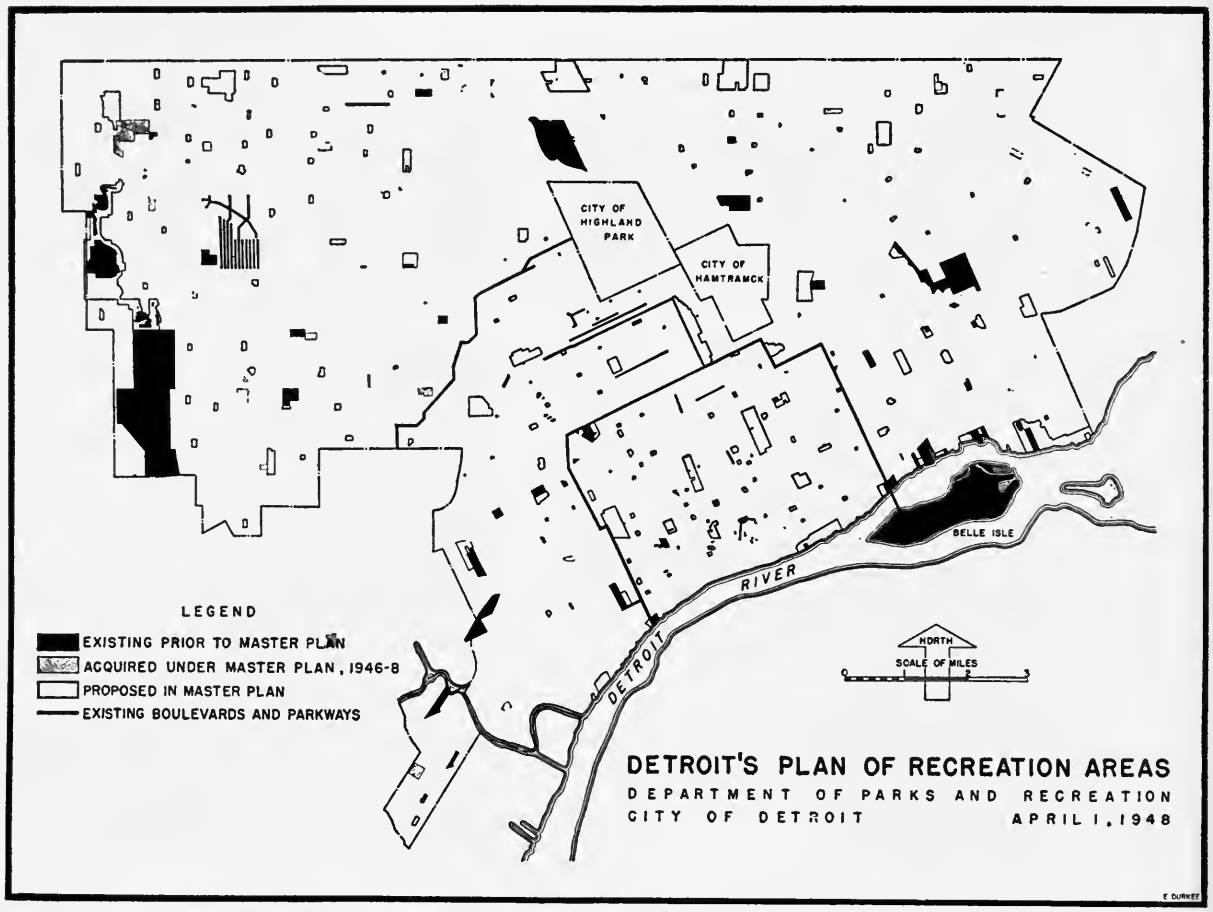
AFTER THE GREAT fire of 1805 destroyed the City of Detroit, the foundation of a park system was laid in the rebuilding of the city, starting with three parks totalling six acres. In 1871 the city was given the power by the State Legislature to create a Board of Park Commissioners, and a separate Boulevard Commission was organized in 1879. Ultimately the two were merged, and functioned until 1940 as the Department of Parks and Boulevards.

The first supervised playground was established in Detroit in 1903 by a volunteer Women's Committee which solicited funds and gifts of play equipment. No funds were provided by the city, but in two years, the Board of Education was given money to open one school playground during the vacation season and thereafter staffed a few summer playgrounds each year. The Board of Commerce undertook a survey in 1913 and recommended that a Recreation Commission be estab-

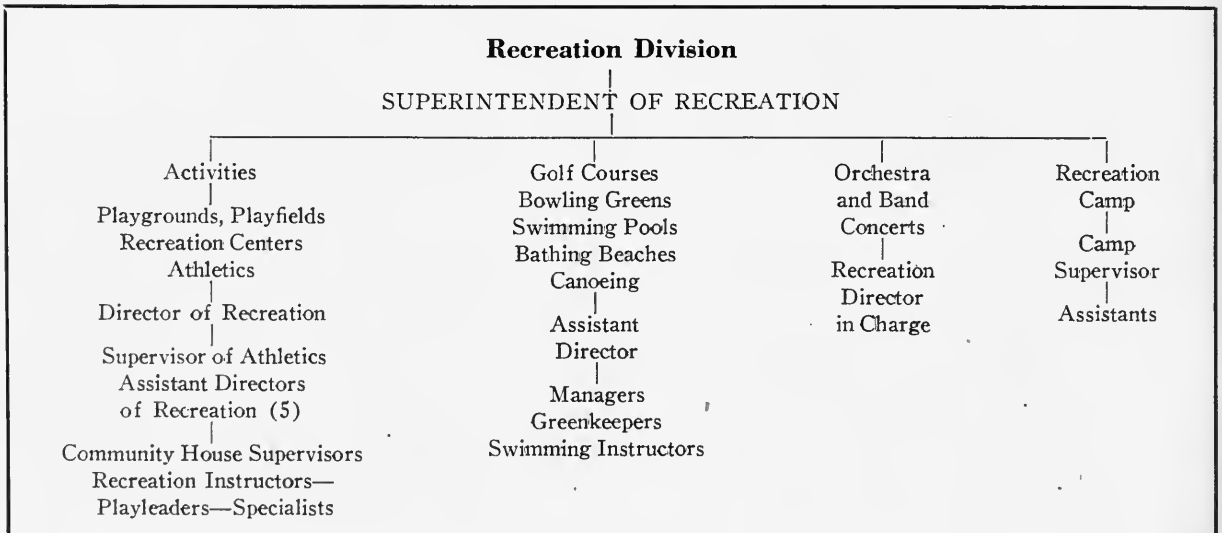


lished. The Commission was authorized by Charter Amendment voted by the people in November 1914. The budget became available July 1, 1915—a total of $157,288.99—and a year-round recreation program was launched.

In 1940 the people voted another Charter Amendment to merge the Department of Recreation with the Department of Parks and Boulevards which resulted in the Department of Parks and Recreation.



Summary of acreage in parks and playgrounds: six large parks, 2,946 acres; twenty-one small parks, 175 acres; sixty-four playgrounds, 551 acres; five special facilities, 402 acres; 125 miscellaneous non-recreational and undeveloped sites, 854 acres. Total, 4,929 acres.



Facilities

(*See chart page* 106)

Summer

5 Large Parks
35 Department Playgrounds
71 School Grounds
16 Community Centers
8 Playlots
6 Housing Project Centers
22 School Swimming Pools
2 Outdoor Swimming Sites
4 Recreation Center Pools
8 Miscellaneous Centers

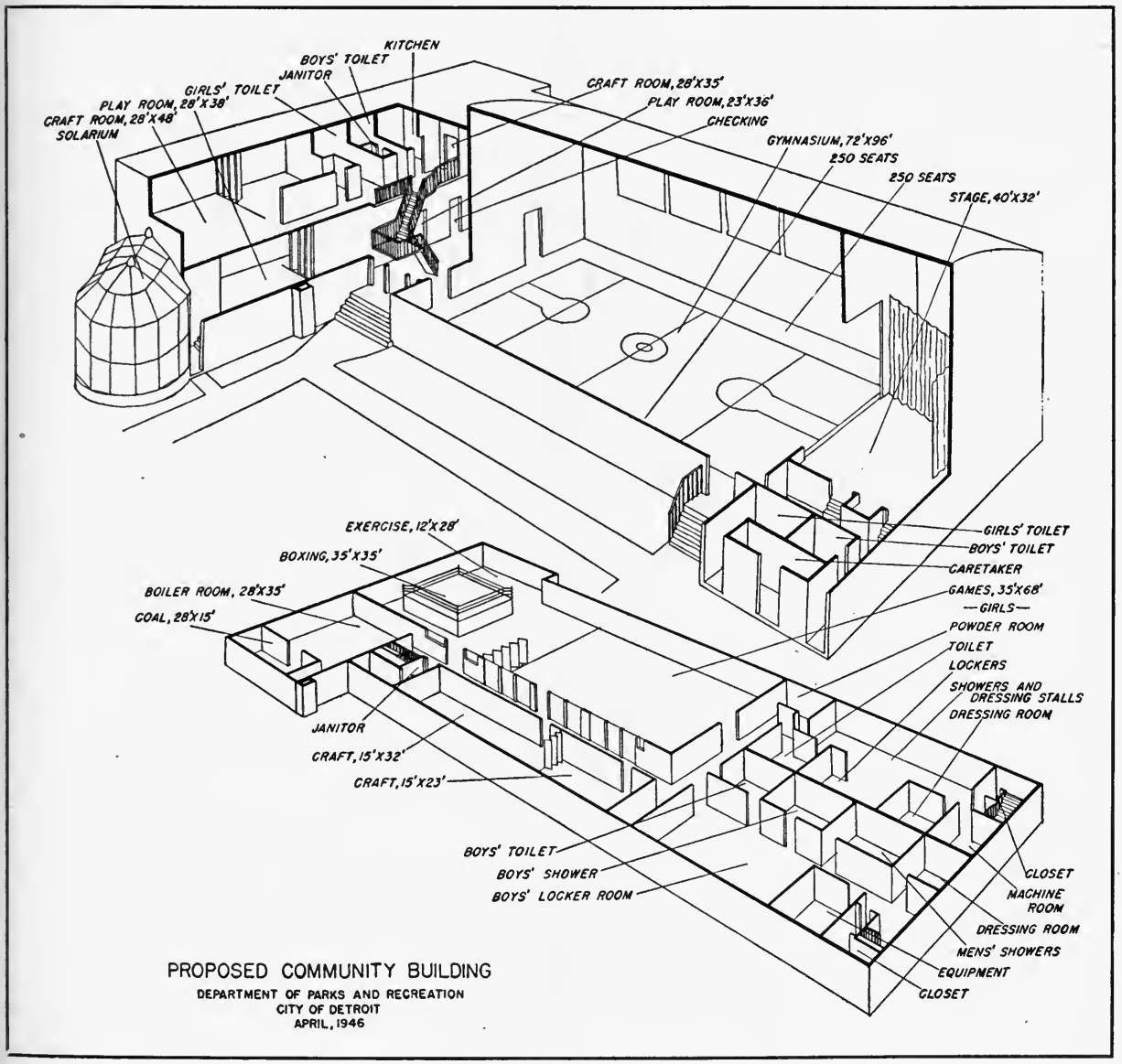
Winter

17 Recreation Centers
11 High School Centers
16 Intermediate School Centers
71 Elementary School Centers
4 Housing Project Centers
18 Church and Miscellaneous Centers
4 Recreation Center Pools
22 School Swimming Pools

Sports Facilities

255 Softball Diamonds
56 Hardball Diamonds
110 Kickball Diamonds
54 Horseshoe Courts
10 Field Hockey Areas
22 Football Fields
21 Handball Courts
25 Shuffleboard Courts
8 Soccer Fields
2 Track and Field Areas
2 Lawn Bowling Areas
233 Skating Rinks
14 Wading Pools
183 Tennis Courts

(Six golf courses and eight toboggan slides were operated by the Public Service Division.)



PROPOSED COMMUNITY BUILDING
DEPARTMENT OF PARKS AND RECREATION
CITY OF DETROIT
APRIL, 1946

Recreation Leadership Personnel

During the last year, the staff of 142 year-round workers included recreation instructors, specialists, and supervisory staff. This number was augmented by part-time workers in the following classifications:

Summer

120 Male Playleaders
89 Female Playleaders
15 Piano Accompanists
25 Swimming Instructors
2 Bathhouse Managers
4 Senior Public Service Attendants
24 Life Guards
24 Baseball Instructors

Winter

70 Male Playleaders
31 Female Playleaders
12 Piano Accompanists
12 Boxing Instructors
13 Basketball Instructors
49 Athletic Officials

The above does not include the personnel of the Department's Public Service Division, which operated six golf courses and eight toboggan slides; made canoes, bicycles, pony carts and riding horses available for rental; and offered speedboat and ferry boat rides at Belle Isle, Detroit's park in the Detroit River.

Program Plans

"Give every child a place to play within bike or walking distance of his home—the younger ones to be saved the necessity of ever crossing thoroughfares."

That is the broad program of the Mayor, the Detroit Common Council, the Parks and Recreation Department and the City Planning Commission.

This industrial city, with a population of 1,800,000, is acquiring sites for playfields, parks and playgrounds a short walk from all homes, and wherever possible, large enough to provide for field sports. Some will have sufficient acreage, in addition, for park-life settings and passive uses.

The aim of this planning is to make it possible for the children of workers to play in safety and to go to and from places of play and to and from school in safety. To this end, the Mayor and Common Council have gone all out to provide playgrounds within one-quarter to one-half mile of all homes. Since Detroit's standard neighborhood units are one mile square, this means a junior playground of two to four acres in each quadrant plus a central playground of four to seven acres at the elementary school if it is in or near the center of the unit, as many of them are.

Admittedly, it is an ambitious program not only in acquisition costs but in future maintenance and operating costs. However, the parks and recreation heads believe it is worthwhile. If carried out 100 per cent, no child would have to cross a major or secondary thoroughfare.

One hundred per cent achievement, however, is not possible, especially in the districts which are built up with housing still in good condition. These districts are the most difficult. Slum areas scheduled for early redevelopment and sparsely settled districts show better progress.

Community use of school buildings probably has been pushed further in Detroit than in many average cities. Swimming pools and recreation centers are in the master plan and sites are being acquired for them; but the broadening of the use of school buildings, plus the addition of play areas not on school sites, are foremost in the minds of city fathers. The new schools are being especially designed for recreation purposes with budgetary adjustments between the departments to assure results. One elementary school now under construction will have a recreation wing about as large as the classroom section. It will contain gymnasium, lockers, auditorium, kitchen facilities, craft rooms and club rooms; will be used by both departments, but will be under the jurisdiction of the Department of Parks and Recreation which is paying for most of the cost of that part of the building.

The city's program calls for adding approximately 3,500 acres of land to the 1946 acreage, eight new large outdoor swimming pools, two stadia, and two arenas, major recreation centers in all the secondary schools plus a few of the Park Department's own and many improvements to existing properties. Detroit already has acquired 800 acres. All land is acquired by condemnation. The total cost is large but there is a chance of getting much of the money over a twenty-year period because the Mayor and Common Council of this city are recreation-minded and they have already given substantial evidence of their support.

From the beginning, the city's fathers were sold on the plan and affirmed their early approval with a substantial first-year appropriation of $2,000,000 for land acquisition and another $2,000,000 the second year, further committing themselves to continuing support on a pay-as-you-go-basis. Now, two years later, the program is fairly underway. There has been, of course, some criticism of acquiring land faster than it can be developed. A courageous Detroit Board of Aldermen in 1878 paid $200,000 for the whole of Belle Isle, which admittedly today is one of the country's beauty spots. At that time, they were nearly impeached for such a "wanton" expenditure.

Suitable standards were, of course, among the first steps to be considered in the present program.

It was found that seven acres per thousand, or even six, if properly distributed, would do very well. In a city as nearly built up as Detroit, with no rough terrain, it does not seem practicable to acquire the large sites necessary for major parks which would make up the balance of the perfect score. Detroit adopted one and one-half acres per thousand persons for playfields, and one acre per thousand for playgrounds; playlots in congested areas only. The bulk of the new passive use areas will be provided in extra large playfield parks because vacant sites larger than sixty acres are hard to find among the 138 square miles within the city limits. Outside the limits there are some excellent recreation areas which are being provided by the state, county and regional authorities. Their programs are clicking like clockwork. Detroit officials do not feel that these metropolitan parks take the place of urban major parks, but they are willing to accept the substitute rather than the alternative, which means the demolition of blocks upon blocks of fairly good urban housing.

Thus, Detroit, with some help from the state in providing the metropolitan parks within reach of those in a position to travel to them by automobile or bus, expects to eventually provide every boy and girl with the ideal place for recreation.

Program Activities

Arts and Crafts: Wood carving, coping saw cut-outs, birdhouses, kite-making, shop activities, leather and metal tooling, pottery and ceramics, basketry, plain sewing, knitting and crocheting, painting, papercraft, party favors, quilt club.

Athletics and Sports: Athletic tests, badminton, baseball, basketball, bowling-on-the-green, boxing, football, golf, handball, horseshoes, ice skating, kickball, shuffleboard, soccer, softball, table tennis, tennis, track and field, volleyball, water polo.

Dancing: Folk dancing, ballet, tap, square dancing, character and modern dancing.

Drama: Plays, skits, pantomimes, pageants.

Music: Boys' band, rhythm bands, choral groups, operettas, vocal auditions.

Outing Activities: Day camps, children's summer camp, gardening, nature activities, picnicking.

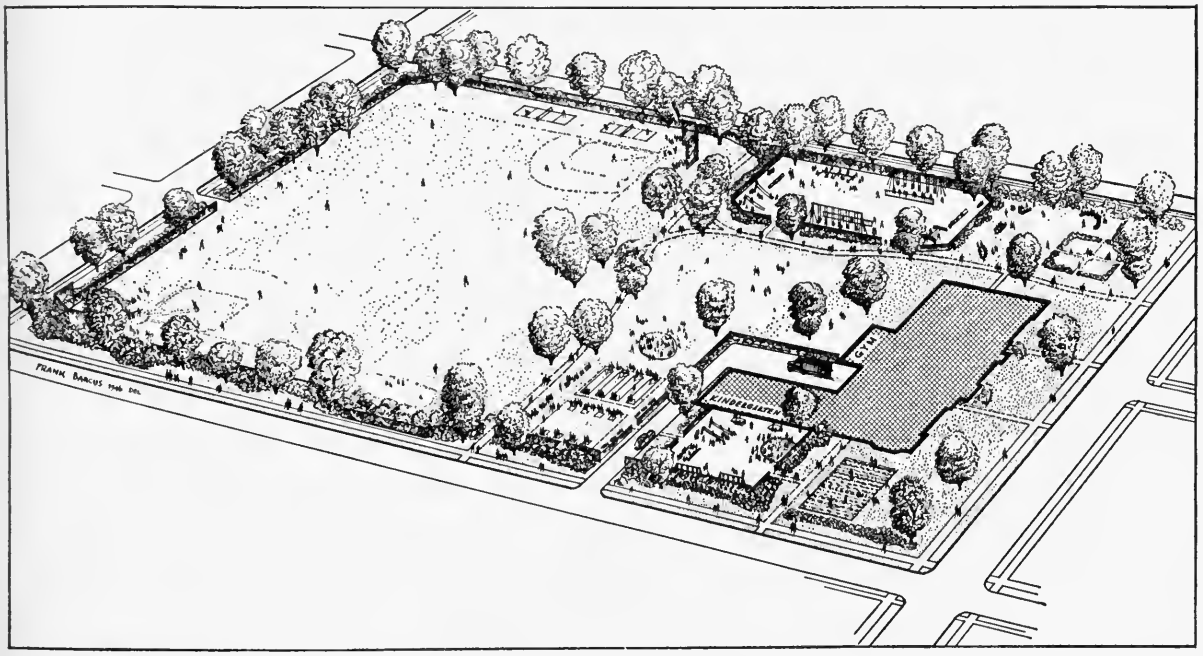
Water Sports: Swimming, diving, life saving and water safety, water pageants, synchronized swimming, water ballet, swimming instruction for the handicapped, yearly "Learn-to-Swim" campaign.

Winter Sports: Coasting, ice-skating, hockey, skiing, tobogganing, figure-skating.

Social Clubs: Teen-age clubs and canteens, social clubs for seventeen-twenty-six group; social clubs for twenty-one-thirty-five group; Detroit Friendship Club for single men and women from thirty-five years of age upward; Friendly Hearts Clubs for aged people; married couples clubs.

Model Craft Clubs: Model aircraft, model power boats, model racing cars, model yachts.

Miscellaneous Activities: Bridge clubs, photography clubs, chess and checker clubs, stamp collectors clubs, safety clubs, discussion groups, roller skating.



COMMUNITY PLAYGROUND WITH EXISTING SCHOOL—8 ACRES

Special Events

Crafts: Displays of handcraft and woodcraft, birdhouses, photography; doll shows, hobby shows; model aircraft tournaments.

Music and Drama: Band concerts, choral concerts, operettas, pageants, Spring Festival, vocal auditions to select concert soloists.

Sports: Tournaments in badminton, bowling-on-the-green, golf, marbles, table tennis, tennis, volleyball; ice-skating carnivals; leagues building up to city championships in all other major sports, track and field meets.

Swimming: Water pageants, synchronized swimming demonstrations, water carnivals, "Learn-to-Swim" campaign.

Features: Municipal Christmas tree ceremonies; celebrations for special holidays; "I Am An American" Day celebration; Children's Pageant to climax playground season; Spring Festival at culmination of indoor program.

Budget

The grand total of the estimated expenditures of the Parks and Recreation Department for the fiscal year 1947-1948 is $6,367,668. Expenditures for operation and maintenance represent almost exactly one-half of this amount. Approximately two-thirds of the capital items which total $2,588,500 are designated for land acquisition. An item of $600,000 for refectories and concessions accounts for the balance of the budget.

The amount to be raised from tax funds for the work of the Department in 1947-1948 is $5,204,254. The balance is to be met from revenue to the Department; nearly two-thirds of this is anticipated from refectory sales.

Salaries and wages for Department personnel represent eighty-three per cent or nearly five-sixths of the total estimated expenditures for maintenance and operation in 1947-1948.

Following is a summary of the 1947-1948 budget:

PARKS AND RECREATION DEPARTMENT

ADMINISTRATION AND ACCOUNTING		
Salaries	$ 226,388.	
Other Expense	24,800.	
		$ 251,188.
RECREATION DIVISION		
Salaries and Wages	689,848.	
Reimbursement to Board of Education for Use of School Buildings	125,000	
Other Expense	40,790.	
		855,638.
BATHHOUSES—OPERATION		
Salaries and Wages	53,189.	
Other Expense	13,710.	
		66,899.
CANOE SHELTER—OPERATION		
Salaries and Wages	12,872.	
Other Expense	10,875.	
		23,747.
GOLF COURSES—OPERATION		
Salaries and Wages	46,088.	
Other Expense	2,355.	
		48,443.
RECREATION CAMP		
Wages	26,389.	
Other Expense	22,325.	
		48,714.
BAND CONCERTS		25,000.
GENERAL MAINTENANCE		
Salaries	998,079.	
Other Expense	89,980.	
		1,088,059.
BATHHOUSES, CANOE SHELTER AND GOLF COURSES—MAINTENANCE		
Salaries and Wages	139,531.	
Other Expense	19,925.	
		159,456.
HORTICULTURE DIVISION		
Salaries and Wages	454,728.	
Other Expense	20,600.	
		475,328.
REIMBURSED TREE WORK AND LANDSCAPING		5,000.
PUBLIC UTILITY TREE WORK		25,000.
STREET TREE PLANTING		18,650.
UNALLOCATED ACCOUNTS (largely for rehabilitation)		87,400.
Total Parks and Recreation, Maintenance and Operation		$3,178,522.
REFECTORIES AND CONCESSIONS		
Salaries and Wages	$ 179,671.	
Other Expense	420,975.	
		600,646.
Total Maintenance		$3,779,168.
CAPITAL COSTS		
Land Acquisition	$1,750,000.	
Park Development	300,000.	
Land Acquisition and Park Development	250,000.	
Belle Isle Skating Pavilion	120,000.	
Others	168,500.	
		2,588,500.
Grand Total		$6,367,668.
REVENUE ESTIMATED		
Refectory Sales	$ 700,000.	
Golf Course Fees	175,000.	
Bathhouses, Pools, and Beaches Fees	55,000.	
Other Fees	79,100.	
Bequests and Legacies	46,250.	
Concessions	38,000.	
Others	70,064.	
		1,163,414.
Net Tax Budget		$5,204,254.

From City to Country

The interesting and heartening story of the Tribune Fresh Air Fund and how it grew, showing ways in which public-spirited people of a small community can serve others less fortunate than themselves.

Barbara Carrell

EVERYONE HAS A different definition for the word "recreation." However, recreation is defined in the dictionary as a "pleasurable occupation"—an interpretation which embraces a larger area than that of individual or team activity. This is the story of an organization which has been "pleasurable" in the widest sense because it was founded upon the principle of sharing.

In 1877, a young clergyman, the Reverend Willard Parsons, was transferred from an impoverished immigrant section of New York to Sherman, Pennsylvania. The healthy, active country children he met offered sharp contrast to the pale city youngsters he had once known. Reverend Parsons was not a man to discard sad memories. He suggested to his congregation that they invite needy children from New York for a summer holiday—hot, narrow streets and tenement shadows were to be exchanged for the bounty of clean air, grassy slopes, and the hospitality of country homes.

The Sherman parishioners greeted this plan with enthusiasm, and their response became the model for today's Friendly Towns. However, it was immediately apparent that many more rural hosts were needed to take care of thousands of deserving, city-pent children. The kindly pastor presented his problem to the late Whitelaw Reid, owner-publisher of what was then the *New York Tribune,* who became so interested in the vacation idea that he established the Tribune Fresh Air Society.

The purpose of this Society was to provide city children, regardless of race, creed or nationality, a two weeks' visit to the country. As wide newspaper circulation brought the plan to the attention of the public, donations from individual and corporate contributors grew rapidly. In 1906, the Society, or, as it was later called, the Fund, was able to establish its own summer camps, but the original concept of a private home vacation continued to be encouraged. In 1912, the name "Friendly Town" was given to the many local communities which played host to New York's less

fortunate youngsters, and an improved method was evolved to stimulate interest in country towns. Here is how the plan works today.

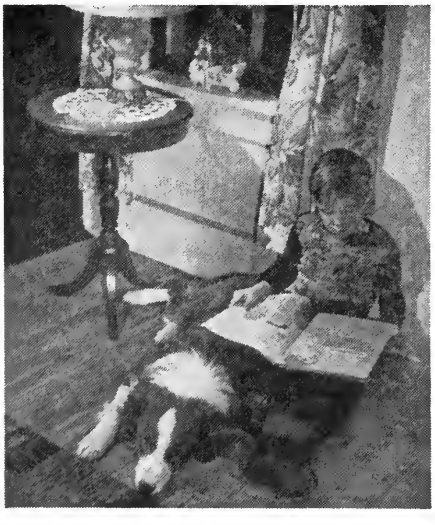
In the early spring, while the children are still in school, Fund representatives travel out of New York to country areas. It would be impossible for one person to cover the whole territory of invitations, which come from as far north as Maine, from as far south as West Virginia, and, of course, from all states in-between. Therefore, each representative is given a certain region to cover. A representative has two chief responsibilities. The first is to meet with Friendly Town committees already established, to hear their comments on the past year's experience, to give them the latest news of the Fund activities, and to rally more hosts under the banners of Friendly Town. The representative notes, acts upon, and refers, if necessary, to Fund headquarters in New York the suggestions made by local committees.

The second, and equally important, mission of a representative is to visit new locales where the Fund's work is unknown to country residents. Often a talk with the local minister, a meeting with the woman's club, an informal speech to established youth committees such as those of the Rotary, the Kiwanis, the Exchange, the Elks, and many others, evokes great response to the Friendly Town plan. In such cases, the representative has very little difficulty. A local club, already well-organized, can easily appoint a subcommittee to publicize Friendly Town, elicit invitations, and correspond with the Herald Tribune Fresh Air Fund in New York concerning the number of young guests invited, their arrival and departure schedules, and so forth. Such a committee must also point out that all journey expenses are paid from the Fund, which is supported by donations, but that the actual small cost of the child's visit is borne by the host.

Not all country towns are organized in this manner. Personal calls by the Fund's representative on leading citizens is another method by which the Friendly Town plan is introduced and interpreted. Individual sponsors are encouraged to form a committee. The Fund's representative supplies all necessary information, and fills requests for pamphlets and publicity posters. Personal letters of congratulation, and offers of assistance in planning are sent from the New York office to the chairman responsible.

However, the real reward for the efforts of local Friendly Town committees is the evident delight of their small guests. A child's gratitude is a clear and lovely thing. It does not need to be expressed in words. It may be seen in the tanned bodies, the summer-pink cheeks, the mouths wide with laughter—all signs of a renewed vitality. It may be seen, too, in his vast interest in country life. "A barn, a real barn! So that's what cows look like." "I never was on a picnic before." "Watch me! I'm swimming." Enthusiasm such as this is coined from the world's finest mint based on a standard, not of gold, but of a more durable wealth, the pleasure of sharing.

Friendly Town hospitality is not merely a seasonal affair. This past year, for instance, many young guests were invited for Christmas holidays in the country. Fresh snow and sledding on country roads form part of an experience just as new



Evening hours pass happily during a white Christmas in New England.

"What does a cow look like?" is a question which has been answered for this little girl who is now feeling at home with her new friend.

and exciting to city youngsters as the summer swimming hole or July picnics. The many Friendly Town hosts, who wish to have former guests return, can make special arrangements with the Fund's office. In some cases, the child's entire family has been offered a vacation. A cool barn has turned into a summer home for parents and, in a gay, camping mood, city families have discovered country blessings.

Hospitality is not a seasonal affair. Fresh snow in the country is new and exciting to city children.

Actually there is far more to this program than a country vacation. A child's revised conception of what life is like outside the city may turn out to be more important than the pounds he gains. New attitudes toward property, toward responsibility for his behavior, toward others who have different standards of living are significant.

Some persons, who had been invited to Friendly Towns as children, return to their holiday sites to live and work and grow in a country community. Occasionally, the hosts have actually adopted the needy children sent by the Fund. These examples of the success of the Towns are spontaneous. Their increase is not caused by Fund encouragement alone, but rather by the ties of individual sympathies and kindliness between hosts and their city children.

LOCAL COMMITTEES

The rural end of Tribune Fresh Air Fund work is handled by interested groups of people in local communities. Such groups organize as Friendly Town committees and, among other functions, elicit invitations from private homes which offer a two weeks' stay to tenement youngsters. For further details, write *The New York Herald Tribune*, New York City.

◆◆◆

*Every Child**

EDNA CASLER JOLL

Every child should know a hill . . .
And the clean joy of running down its long slope
With the wind in his hair.
He should know a tree . . .
The comfort of its cool lap of shade,
And the supple strength of its arms
Balancing him between earth and sky
So he is creature of both.
He should know some bit of singing water . . .
The strange mysteries in its depths,
And the long sweet grasses that border it.

Every child should know some scrap
Of uninterrupted sky, to shout against;
And have one star, dependable and bright,
For wishing on.

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Many present day leaders are those who benefited from these early training schools

Blazing Training Trails in a New Frontier

WILLARD C. SUTHERLAND

OVER FORTY YEARS ago serious attention was centered upon training for recreation workers. At the first National Recreation Congress in Chicago in 1907, the subject of training was discussed and, as a result, the Committee on a Normal Course in Play was formed.

After careful investigation of the work being done throughout the country, and to meet the demand for playground directors, three courses on play were organized as follows:

1. "A Course for Grade Teachers," designed to train normal school students and grade teachers to take charge of play periods, recesses and other outdoor activities of the school.

2. "An Institute Course in Play," for those entering playground service for only a short period and for those already employed without previous training.

3. "A Normal Course in Play for Professional Directors."

In 1909 "The Normal Course in Play" was published by a committee of twenty-three members, of which Dr. Clark W. Hetherington was chairman and Dr. Henry S. Curtis, secretary. Dr. Luther H. Gulick, Lee Hanmer, Dr. James H. McCurdy, George E. Johnson, and other important members of the committee are listed in the publication. The work of the committee was carried on under the auspices of the National Recreation Association, which at that time was known as the Playground and Recreation Association of America.

The last revision of "The Normal Course in Play" occurred in 1925, and the "Introduction to Community Recreation,"—the modern version—was born. These publications have been available through the years and have been used widely as textbooks in the many schools, colleges and universities training recreation workers.

Field Service to Colleges

As chairman of the Association's first training committee, Dr. Hetherington was well-informed regarding the problem. It was fortunate that a man with his qualifications was available in 1910 and 1911 to work for the Association, visiting a large number of normal schools and colleges to advise faculty members on courses in play. At one time his schedule was made out almost a year in advance. In later years, Eugene T. Lies, of the Association's staff, gave similar service.

Training Institutes

In order to make more effective the recreation service in World War I, "Local Intensive Training Institutes" were conducted, and in 1918 the "Local Social Recreation and Games Training Institutes" were established. Later, specialists in music, drama, nature, and crafts were added as the recreation movement expanded and as the demand for training increased. At one time, four full-time workers were kept busy conducting training for workers among rural people. Today the Association's training staff is conducting institutes in more than 150 communities during a year and is reaching annually approximately 25,000 paid and volunteer leaders from a large number of public and private agencies.

Community Recreation Schools

These schools were set up on a cooperative basis, March 1920, in an effort to build up the recreation profession. Only essentials could, of course, be covered in these six-week training periods which continued into 1926. An average of thirty-five students attended each of the twenty-six schools.

National Recreation School

Because of the favorable response to these various efforts to prepare leaders for recreation service, many felt that the Association's twenty years

of experience in this specialized field, with its accumulation of material on all phases of recreation, and with its personal contact with hundreds of local communities, should be made available for advanced training. Consequently, the National Recreation School for professional graduate training was established in 1926. As in the "Community Recreation Schools" the enrollment was limited to approximately thirty-five students.

After nine years of operation the National Recreation School closed in 1935—the depression was making it increasingly difficult for the graduates to find the kind of administrative and supervisory positions for which they were being prepared. At the present time, however, the Board of Directors once again has authorized the continuance of this training, but no date has been set for its operation.

Many present day leaders in recreation are those who benefited by these early training schools and were influenced by the lectures of such outstanding men as Joseph Lee and George E. Johnson. (Mr. Johnson conducted the Andover Play School for three summers in 1898, 1899 and 1900. He was Superintendent of Playgrounds in Pittsburgh for six years. Joseph Lee paid Mr. Johnson's salary for five years as teacher of play and recreation on the faculty of the Graduate School of Education, Harvard University. Joseph Lee, himself, lectured on play for one year at Harvard.)

Apprentice Training

As the National Professional Graduate School was closing, plans were underway for the training of a more limited number of workers for top administrative positions. Apprentice fellowships were made available immediately in 1935 and although interrupted somewhat during the war, the apprentice training is continuing today.

The candidates receive a fellowship stipend of $100 a month and are assigned to well-organized recreation departments for a year of rotated work and study.

Training in Emergencies

Many things happened in 1935. The National School closed temporarily; the apprentice training program was established, and a new type of training institute was launched. The "new look" in institutes was prompted by the need for more intensive training in the field with the workers right on the job. Hundreds of new workers without much previous training or experience were serving on recreation projects made possible by the Federal Government's Emergency Relief Program. These and experienced workers alike crowded into the four-week training institutes which were sponsored by local agencies and conducted by the Association.

A present day training institute under the leadership of Anne Livingston, National Recreation Association.

Literally, training had been mounted on wheels and rolled out on to the firing line. These major institutes embraced courses in music, drama, nature, crafts, social recreation and games, organization and administration and were staffed by the Association's most experienced specialists. From Labor Day 1935 to late June 1936 a total of 3,823 students attended the sixteen institutes which were held in the large cities in the East and Middlewest.

The extensive WPA recreation projects brought into being additional training, and many state WPA in-service training programs from 1935 to 1937 extended opportunities to hundreds of workers.

As the war clouds gathered and the country mobilized for all-out war effort, the need for still additional training was inevitable. All too quickly it became necessary for such agencies as the American Red Cross and the United Service Organizations, Incorporated, to induct large numbers of men and women to man the clubs and other recreation services demanded by World War II. Because of the urgency of the situation, many workers, in the beginning, were assigned without training. Short intensive institutes were organized as quickly as possible, and training was conducted by these agencies throughout the war. The American Red Cross organized its four-week basic recreation school in July 1943. At about the same time, the USO set up concentrated three-week pre-service orientation courses in New York, organized regional training workshops and refresher courses throughout the country, and conducted in-service training by means of a supervisory traveling staff and with the help of published directives and program materials. Also, the military organized and conducted training for those who were to carry on

the recreation activities of the Special Services Branch of the Army and the Recreation and Welfare Service of the Navy.

The need for, and value of, such training is evidenced by its carry-over since the war. Training institutes, workshops, and conferences of various descriptions have been cropping up right and left in all parts of the country. Some are sponsored by different types of state agencies giving recreation service; others by cooperative groups, churches, or individuals just free-lancing in the field.

Colleges and Universities

Reference has been made to the field service given to colleges. In 1926, about twenty-two years ago, a study of courses indicated that 100 institutions were giving recreation courses. A recent study made by the Association has brought reports from 329 colleges and universities offering one or more courses in recreation. Some have only a single course on the undergraduate or graduate level; some report minors and majors in undergraduate training and others offer graduate work leading to Master and Ph.D. degrees with specialization in recreation.

Several years ago, in response to requests, the Association prepared "A Suggested Four-Year Undergraduate Curriculum" based upon years of study and experience and after consultation with leaders in the fields of recreation and higher education.

The first National Conference on the College Training of Recreation Leaders was held at Minnesota University in December 1937. Subsequent meetings have been held at North Carolina University in April 1939 and at New York University in January 1941.

In January 1948 a Professional Recreation Leadership Training Conference was held at New York University, sponsored by the American Recreation Society and the American Association of Health, Physical Education, and Recreation. At the present time, plans are underway for a National Conference on Undergraduate Professional Preparation for Health, Physical Education and Recreation. Recreation will have its own separate session at this two-week conference which is being sponsored by a number of national agencies and cooperative groups. (Held at Jackson's Mill, West Virginia, May 16-28, 1948.)

The colleges are facing the question of training realistically, and are giving serious consideration to the probable demand for workers, the types of positions available and the salaries being paid.

Also, they appear to be understanding the point of view that, in a relatively new and expanding field, training programs and methods need to be revised frequently and must be kept flexible and somewhat experimental in nature.

It is encouraging that many schools are attempting to provide recreation opportunities for the entire student body and to acquaint all with the problem of helping people find ways of broadening their lives through healthy and satisfying use of their leisure time. This is important, for everyone needs to know about the recreation movement. Business and professional people who serve on local boards and committees; mayors; public officials in local, county, state, and national governments; leaders in state legislative bodies are in positions to make important decisions affecting recreation.

With the recreation professors keeping in close touch with the operators in the field, and the in-service training programs of local departments increasing and improving, there is every reason to believe that the quality of leadership will be enriched immeasurably in the immediate years ahead.

At the centennial of New York's City College, Sidney Herbert Wood, an English educator, asked the question: What is an "educated man"? In answer he proposed three "acid tests": Can you entertain a new idea? Can you entertain another person? Can you entertain yourself? Wood named only a few great men who, in his judgment, could pass the test, but added that there are also "a lot of quite humble persons whom no one knows."

"Do you swear to tell the whole truth. . . ?"

Camping Programs
for Special Days

S. Theodore Woal

WE, IN CAMPING, are pledged to aid other educational institutions in the development of an enlightened citizenry—future citizens who are alert and intelligent and who will demand the settlement of international disputes by peaceful methods. Consequently, we must re-examine the camping objectives concerned with the social adjustment of youngsters, and reorientate our emphasis in order to stress development of an ability to live together with the peoples of all nations as well as with the people of our own nation.

The celebration of holidays, other historical events and personages has always been used as one of the means of furthering the broad social objectives of camping. Hitherto, such celebrations have usually been confined to those of national significance, and the international and intercultural ramifications of such occasions have been matters of individual camp programming policy. In this post war period, however, international implications can no longer be a matter of secondary importance. There is a primary need for international understanding.

The social objectives of camping, therefore, must become international.

Types of Activities

In order to more effectively meet the new emphasis, experiences based on holidays should go beyond one-day celebrations. Stories, plays, pageants, campfires, clubs, musicals, discussion groups and the other activities which we normally use are excellent mediums for utilizing the creative ability of campers and counsellors in developing sustained holiday programs. These should be supplemented by the utilization of the customs, folk music, dances, games and experiences of other nations. This type of activity, interwoven into various phases of the camp program, will form the basis for a continuous program aimed at intercultural understanding. For example, a Pan-American fiesta utilizing the folk songs and music of our South American neighbors, or an athletic display based on the games of some other country, present concretely the types of experiences that make for a better understanding of these peoples.

Suggested basis for a Pan-American fiesta:

1. Flag Ceremony—based on the customs of each country; done in costume and in the original tongue, if practical.
2. Morning—games and sports of various countries; demonstrations, contests, and the like.
3. Afternoon—arts and crafts of the nations.
4. Twilight Activities—stories of the nations.
5. Evening Activities (social hall or campfire)—folk music, dances, playlets of the nations.

A program based on the above outline would involve practically every department in camp. The types of activity suggested are not new to camping; only the emphasis is different.

Suggestions for a "Fourth of July" celebration:

1. Morning Flag Ceremony—make it a special one—different from other days—use the "American's Creed" by William Tyler; perhaps add a song, a color guard.
2. Morning Period—demonstrtaions of "Our American Heritage"—such as pioneering—Indian Dances and the Boston Tea Party, Paul Revere, and so forth.
3. Afternoon Period—music, songs, stories, plays illustrating the struggle for democracy here and in other countries: France, South America, Philippines, Puerto Rico.
4. Campfire—tableaux: Patrick Henry; Washington at Valley Forge; Lincoln at Gettysburg; President Roosevelt and the four freedoms; a memorial to those who lost their lives in World Wars I and II; the United Nations Organization.

Illustrate the need for each of us to prepare for an active and constructive part in the strengthening and preservation of peace and democracy.

The desired outcomes of democratic thinking—equality of nations and peoples and the common struggle for peace—must be made part of every phase of camp life. The permanent and long time value of the occasion may be lost if the principles involved do not pervade the planning and organization of all camp activity. Entire camp resources should be attuned to the primary objectives.

Source Materials

One tool which will aid counselors and campers in the preparation of sustained activities based on historical events is a calendar of important days. Three excellent sources of such information are: *American Book of Days; Anniversaries and Holidays; Red Letter Days.* These books, in addition to a calendar of days, contain brief notes on each day, suggestions for observances, biographical material of books, plays, songs, and so on.

Other excellent materials for holiday and special day celebrations:

A Festival of Freedom
Americans All
Children of the Americas
I Hear America Singing
List of Pageants, Masques, and Festivals with Organization Directions
Pan-American Carnival
Plays and Pageants Based on Incidents in American History, and Other Patriotic Themes
Our Neighbors in the South
The Four Freedoms
The Torches of Freedom
Who Are the United States
Young Americans in Action
Youth at War Pageant

All of the above are published by the National Recreation Association in New York City. In addition, get a copy of *The Pocket Book of America* (Book No. 182—Pocket Book, Incorporated) and have on hand *Ballad for Americans* and the *Lonesome Train.*

Additional:

A New Kind of Camp, T. W. Patrick, Parents Magazine, May 1946.

Mary Emogene Hazeltine, American Library Association of Chicago, 1944.

Red Letter Days, Mrs. E. H. Sechrist—Macras, 1940.

Try the following sources for further information:

The United Nations Educational Bureau, New York.
Pan-Union Association, Washington.
Bureau of Intercultural Relations, 221 West 57th Street, New York.
Children's Bureau, Department of Labor, Washington.
Embassies of the Nations, Washington.
Play Schools Association, New York.
Office of Coordinator of Inter-American Affairs.
Local Public Libraries.
Library of Congress.
American Historical Association.
State Historical Associations.

Boys Can Cook!

A Settlement

IT HAS BEEN said that if you give a boy a board, a saw, hammer, nails, and a little time, he is liable to build most anything his boyish imagination can conceive.

We, at Kingdom House Settlement in St. Louis, decided to put that old maxim to test. However, instead of carpentry tools and lumber we gave a group of boys some flour, a measuring spoon, shortening, a few other ingredients and let them see what they could cook up. And it proved to us, as well as to community people, that a cooking class for boys between the ages of nine and thirteen years cannot only create a lot of interest but a lot of fun as well. The boys learn to do many chores in the kitchen, and the class can serve a definite purpose towards bettering everyday meals in the poorer homes.

At the outset, our reasons for organizing a boys' cooking class were based on several known facts concerning the type of meals their mothers usually prepared for their children.

We knew that the children generally ate hastily and ill-prepared meals; that very little thought, if any at all, was ever given to meals as something to help the human machine to function properly and contribute the fuel necessary to the growing of strong and healthy youngsters. Many parents, in the community which we serve, do not understand the importance of nutritive meals nor a balanced diet. For the same reason they do not understand that simple cleanliness—with soap and water—is necessary for prevention of disease and for healthy growth. Their three meals a day, for a goodly number, are taken as a matter of course; that is, they accept the act of eating meals just as they accept the act of putting on clothes every morning; these things are necessary, but a matter of routine. So long as the kids get something to eat, why does it matter what or how it is cooked? Some parents in our neighborhood seemingly have a complete lack of interest in, or anxiety about, the preparation of food for a nutritious and balanced diet.

Thus, you can readily understand that the reasons for organizing a class were many. But why so much emphasis on teaching the *boys* to cook?

Because, we have found that a mother has a great feeling of pride in her son. And since we require the boy to take home a part of what he cooks and give it to his mother, or dad, we feel that when she sees his accomplishments she will strive to improve his meals at home.

With the foregoing facts well in mind, we proceeded to "feel out" the boys to determine if such a class would be accepted by them and if enough would be interested in joining.

It is significant to mention that without so much as putting up a poster or advertising in any way, other than to ask some of the boys if they would like to learn to cook, the news spread like pancake batter on a hot griddle, and we were swamped with requests. Many of the boys, of course, were merely curious, while some said it was for "sissies." Also, many of them were over the age limit we had set —but these boys are being kept in mind for a future class for older boys.

Since, for obvious reasons, it was necessary that we limit to twelve the number of boys who could start in the initial class, we set up a few simple rules by which to qualify them.

First: To be eligible a boy must be between nine and thirteen years of age.

Second: There could be only one boy from any single family in the class: i.e. if there were two brothers between the ages of nine and thirteen, the older of the two was accepted.

Third: A boy could not belong to more than three groups, classes, or clubs, (cooking class included) that met weekly.

Fourth: He must attend cooking class regularly. Should he miss two classes in succession, or two within any one month, he would be dropped and another boy would replace him.

Fifth: He must take home whatever he had cooked in class that day to show to his mother or dad.

As proof that the boys, after bragging and showing off their culinary art to the "non-members," are taking home the things they cook, one youngster reported that his father was going to give him a dime each time he brought his dish home for his father to eat. We are hoping that parent cooperation and encouragement will be even more evident by the time the class is a year old. If one parent feels that his son is learning a good thing, perhaps by the time we find it possible to organize other cooking classes for boys, the majority of parents will express the same feeling.

Our boys' cooking class, since its origin, has had to use the kitchen in the girls' department because, of course, there are no cooking facilities in the boys' building. When the girls were first approached on the idea of using their equipment, they voiced a mild protest. "We don't want any roughneck boys messing in our kitchen," they said. "Why, they'll break half our dishes the first time." But after nearly six months not a dish has been broken. When the boys leave at the end of class, the kitchen is clean and tidy and everything has been returned to its proper place. It gives us a deep feeling of pride to see those youngsters washing dishes, pots and pans—which is something, I'll grant you, they don't do at home! But in class it's fun and they like doing it.

If I were asked to name the one thing that has been our greatest obstacle in organizing and conducting our boys' cooking class at Kingdom House, I would say that it was the difficulty we encountered in trying to find a suitable instructor.

The instructor is the rock upon which the class is built. It was necessary for us to postpone, for over nine months, the first session of the class while we exhausted every known and available source to locate a woman who was willing to undertake such a responsibility.

The leader of such a group must have the ability to cope with disciplinary problems; she must also have unlimited energy, be faithful and regular in her attendance, have skill as a cook, a warm friendly disposition and be a person who loves boys. At Kingdom House we have been fortunate in having just such a capable volunteer leader for our cooking class, and any success that the class has attained, or any objectives that it may have reached, are owed to her untiring efforts and skillful planning.

Although the class has created a lot of interest among the boys, and they are having a lot of fun in their first attempt at cooking, and while there have been faint signs that the parents are interested, we do not feel, by any means, that we have made any sizable inroad into solving the major problem—that of showing the mothers the necessity of giving a little thought to the proper diet of their children.

We do feel, however, that we are approaching the problem from a definitely practical angle. But many, many more cooking classes will have to be organized over a period of several years before the community is influenced to any degree. However, when several Jims and Johnnys run home and say, "Mother, let's have a green, tossed salad tonight—we made some in cooking class," then we'll know that our efforts, and our money will have been spent for something that is well worthwhile.

Eldon Underwood

Experiments

Nature Lure

Although nature hobbies last all-year-round, it is in the summer months that they really come into their own. From nooks and crannies, from classrooms, homes, businesses, the hobbiests emerge. Grandpa picks up his cane; grandma goes into the garden; the whole family scatters, as individuals, groups, nature

Much is told from studying height of trees. They grow tall in Wisconsin.

Molds for making plaster casts of fungi. Charts are used to stimulate interest.

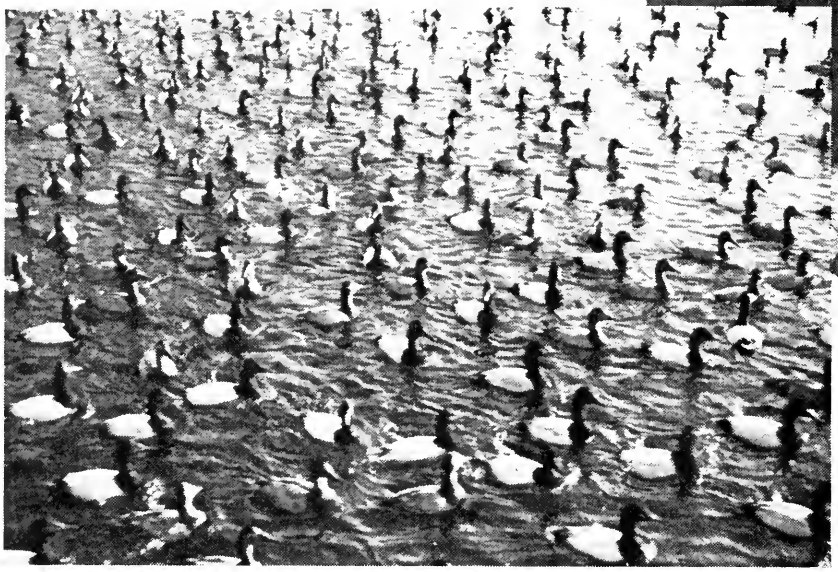
Earnest groups spend enjoyable afternoons taking advantage of the opportunity to study nature specimens in their native habitats . . .

In the nature day camp of a r
sters face an introduction to t

ıe Hobbiests

clubs take to the open trail. Photographs are taken; specimens are collected for museums, schools, playgrounds, camps, individual collections; new mysteries are discovered; and much information is picked up through sheer enjoyment of a healthy and rewarding outing on a summer day. Benefits will "carry-over."

A visitor to the Trailside Museum enjoys making friends with Pete, the raccoon



Because of protective regulations, rare canvasbacks can be found in certain areas

department adventuring young- with varying, dubious reactions.

To be friends with nature, one must be friends with snakes. However, the young lady below does not seem to agree too heartily . . .

Dr. William H. Alexander

Omaha Recreation Congress

THAT THERE IS widespread interest in the 1948 National Recreation Congress is being demonstrated daily by the thoughtful letters, memoranda and telephone calls coming to the Recreation Congress Committee containing suggestions as to what should be done in Omaha this year. These are still arriving so final plans have not yet crystalized, but delegates will be interested in some of the decisions already made. In addition to staff workers of the Association, other members of the Recreation Congress Committee for 1948 are: T. H. Alexander, State Rural Youth Leader, Lincoln; E. Dana Caulkins, Superintendent of Recreation in Westchester County; Miss Dorothy C. Enderis of the Milwaukee Department of Municipal Recreation; R. B. McClintock, Superintendent of Parks and Recreation in Omaha; Mrs. Ruby Payne, Director of the Crispus Attucks Recreation Center in Lancaster, Pennsylvania.

The Recreation Congress will have its general opening session on Sunday evening, September 26th, in the beautiful Joslyn Memorial building at eight o'clock. Please note that this Sunday evening session is one full day earlier than usual and will be in the nature of a joint meeting between the Congress delegates and the community leaders of Omaha. This will be an attempt to have the Congress sessions brought closer to the needs of the city in which the Congress is held and thus have the city benefit more directly from the Congress. The opening session will be addressed by Dr. William H. Alexander, pastor of the First Christian Church of Oklahoma City, who is well-known as one of the nation's most stirring religious speakers. Other unusual features are being planned for this opening session. Congress delegates are urged to arrive in Omaha not later than Sunday so that they may take part in this first meeting.

Beginning on Monday morning there will be a series of sessions based on the interests and needs of different groups. Recreation executives particularly should note that there will be a session for them on Monday, September 27th. Many have felt the need for this opportunity where executives could face together their special administrative problems. The meeting will be open to all, but discussion in that particular session will be limited to the chief recreation executives of local park and recreation agencies. A special committee of executives, now being organized, will plan this feature of the Congress program.

Running concurrently will be sessions of the Industrial Recreation Conference. These sessions for leaders in industry and for workers in recreation departments serving industry will begin Monday morning at ten o'clock and run through Tuesday, September 28th. Among those serving on the Industrial Recreation Conference Advisory Committee are: Jackson Anderson, President, Industrial Recreation Directors Association of New York; G. E. Chew, Assistant Superintendent, Charge of Personnel, Sun Oil Company; John E. Ernst, Head, Department of Recreation, National Cash Register Company; Fred A. Wilson, Coordinator of Employee Activities, Scovill Manufacturing Company.

In addition to these two special conferences, regular Congress discussion meetings will also be scheduled for Monday.

Eddie Durlacher, whose square dance calling was a feature of the New York Recreation Congress, will be with us again in Omaha. In addition to leading dancing at the general session, he will offer instruction in square dance calling.

Needs of small towns and rural areas will be emphasized; and it is hoped that plans can be developed for training courses of special interest to rural recreation leaders. Wherever possible, workshops and demonstrations will be utilized this year.

A number of committees appointed by the National Recreation Association have been working on problems of special interest to the whole movement. These committees will be asked to arrange for meetings at the Congress. Among them are committees on: Training and Experience of Recreation Workers, Community Sports and Athletics, and Vacation and Tourist Recreation.

It looks as if Recreation Congress exhibits once again will break all records. Also, advance notices of delegates planning to come indicate an excellent attendance. With a fine spirit of cooperation being shown on all sides, the Recreation Congress for 1948 is once again girding itself for service.

Batter Up!

Frank H. Geri

EVERYONE WANTS TO play baseball; it's one game that doesn't have to be sold.

In the spring, about a month before school closes, we send out application blanks and letters to all the city schools and some of the nearby districts, telling youngsters about the baseball league.

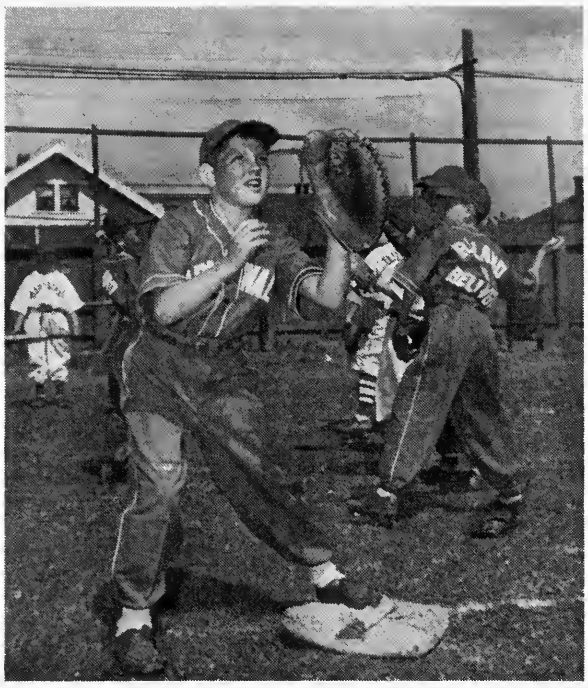
These blanks, which have been distributed to two groups—the Midgets from ages nine to fourteen and the Juniors from fourteen to nineteen—ask the following questions: age, date of birth, school attending, grade, right or left hand batter, right or left hand thrower, team preference, and playing position and experience.

With this information on hand, the players are then divided into groups of pitchers, basemen, fielders, and the like, and are placed on teams by coaches from the high school and junior highs. Where transportation is a problem, we try to get players from the same area on the same team; and we do our best to equalize all the teams as much as possible by balancing the number of offensive players against the defensive as they are situated on the field and in batting order to leave no holes.

Teams practice about two weeks and a record is made of their batting averages. There is always a big waiting list of late-comers who want to play, but in about two weeks we know who will be our regulars. The only determining factor is attendance; anyone who comes regularly plays regardless of ability. Only two unexcused absences are allowed—after which players are put on the end of the waiting list and replacements are made from those next in line. We begin with twelve players to a team and later add up to sixteen players rather than form new teams.

Each team has a sponsor. The Junior League is backed by fraternal and service clubs—each club sends a coach to practices to report on the team's progress. There are teams representing a construction company, a creamery, beverage company, insurance company, a tire dealer and a lumber company and so on.

The clubs buy twelve suits for their players which include socks, pants, shirts, caps and emblems, or lettering for the back of the suits. The



The clubs buy twelve suits for their players.

sponsor's name is placed on the back of the suit, playfield identification on the front. It is best to refer to the team by the sponsor's name for publicity reasons. The clubs also buy the sliding pads. The boys buy their own shoes and mitts. Once a club signs a team it sponsors it each year and provides for the laundry, repair and replacement of suits. This costs about seventy-five dollars a season; twelve suits cost between $125-$150. One league manager takes care of all baseball suits. Each is stenciled with a number and is hung in a special place so that there is never a mix-up. Each player has a number which corresponds to his suit, and has no responsibility for it other than to hang it up when he returns from the game.

The Midgets are given the same opportunity as other teams. No charges are made to players for the coaching or equipment, with the exception of the shoes and the mitts. These teams were newly formed this year and we made provisions for only six teams by contacting industrial companies. The main problem here is to maintain a variety of sponsors and permit no duplication. We have a waiting list of sponsors for the Midgets and expect to add from two to four teams next summer.

Our Junior American Legions team is sponsored by the Legion and the Ford Motor Company, and is an all-star team selected by the coach from the best players of the Junior League. These youngsters play in a National League sponsored by the same organizations. The boys are from

fourteen to seventeen years of age and that seventeenth birthday has to be after January first in order that they may be eligible to play.

Also, there is a Junior team which differs from the Junior Legion team in that nineteen-year-old players are eligible. The Juniors play their games in the evening because so many boys work. The games start about six o'clock, p.m., and are frequently called because of darkness; but we do try to get at least seven innings played. Eight games are played a week—two each day, leaving Saturday free for playoffs of any postponed meetings.

The Midget teams play at least twice a week and can come for instruction before the two o'clock games. This begins at one o'clock and about three teams at a time can participate in drills and practices for batting, infielding, catching, and so forth. The three team coaches help with the rules, techniques and schedules.

A captain is selected for every team by the coach. Usually he is a boy who has played with the club before, and, of course, responsibility and fair play are determining factors. Experience is also very important because the captain is accountable for placement when the team is organized. The directors let him manage this completely and only make suggestions if favoritism or neglect seems apparent. Any coaching on the baseline is done by a member of the team.

Substitutes are assigned to each team and a few fill-ins are maintained who travel between teams when needed. These are, for the most part, Midgets who are late in coming and hang around hoping for the chance to play.

Umpires are hired for the scheduled games. These boys are usually members of the semi-pro team in town or are graduated high school or college students of baseball repute. One director acts as base umpire and no coaching is done by any director at the games. An extra director is always on hand to administer first aid, keep score and to settle arguments. He takes notes on mistakes and discusses them at the next practice. Usually all three directors are present for Midget games.

A record is kept of all games played, and a trophy is given to the top team and another to the winner of the playoffs among the top four teams. These cups are donated by local sports firms and are displayed all winter with the winners' names on them.

Means of Financing

Before the All-Star games, blocks of tickets, amounting to the total expenses, are sold to insure costs. Business firms are contacted, but not more than once a season. Although sponsors are not requested to handle tickets, neither do they receive complimentary admissions. In this way, everything that is sold at the gate is pure profit. We pay all transportation and food costs for the boys, while the playfield budget pays the salaries for the head instructor—$1.25 an hour; the assistant directors—$.90 an hour; and the umpire—$2.00 per game. Two ball parks are used, one donated by the city park board and the other by the high school board. The latter also provides a caretaker for the field.

Some interested business man, who has no affiliations with the playfields or teams, is chosen to be treasurer for the League and handles and administers all the funds received. This relieves the director of all responsibility. Usually the playfield director and the coach are president and vice president and the girls' coach or the secretary for the playfield program is the secretary for the League.

A Midget Jamboree is always held at the end of the season. All six Midget teams play at once on a large ball field where three games can be held at one time. Each team plays three innings and moves one diamond to the right. They retain the same opponent, and actually have a real nine-inning game, each team having the opportunity to play three innings before the grandstand. With so many participants, there are a good many interested spectators. The Juniors also have a Jamboree at the beginning of the season. Fifty cents admission is charged.

Proceeds from the Jamboree and the All-Star game go into a League fund that buys bats, balls, first base mitts, catchers' paraphernalia and other equipment, and pays for the food and transportation of all the stars in their home and out-of-town games. Transportation is provided by private cars and their gasoline is bought from the fund.

No, indeed, baseball needs no sales talk. When you begin to chat with a would-be sponsor, he gets that old light in his eyes, settles back in his chair and reminisces of *his* baseball days. He is soon selling the program to *you*.

Sing While You Drive. . .*

At 45 miles an hour: "Highways Are Happy Ways."

At 55 miles an hour: "I'm But a Stranger Here, Heaven Is My Home."

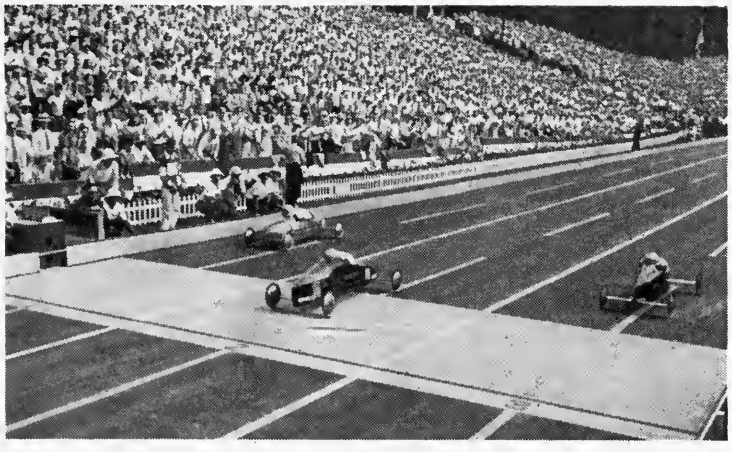
At 65 miles an hour: "Nearer My God To Thee."

At 75 miles an hour: "When the Roll Is Called Up Yonder I'll Be There."

At 85 miles an hour: "Lord, I'm Coming Home."

* *Reprinted from Chicago Park District Bulletin.*

World at Play



It's Gigantic! It's Colossal!—"Bigger and better than ever," the All-American Soap Box Derby is with us again. The Derby will be run this year in 150 communities of the United States, Alaska, Canada and the Panama Canal Zone. Each of the towns or cities participating will send a champion to Akron, Ohio, to compete on August 15 in the national and international finals of the "greatest amateur racing event in the world." The sponsors—the Chevrolet Motor Division and the leading American newspapers—estimate that between 30,000 and 50,000 boys between the ages of eleven and fifteen will participate in the races.

The Soap Box Derby is strictly a coasting race for boys who build their own racing cars. Professionalism and assistance from parents are outlawed and no car may cost more than six dollars plus the price of a commercially-built wheel-and-axle set. The 1948 rules, fixed by the National Derby Rules Committee, tend to open the race more fully to boys of average mechanical ability by eliminating fancy, super-streamlined designs, elaborate plastic windshields and complicated steering devices. As always, the rules stress safety, good sportsmanship and democracy. Every boy has an equal opportunity to emerge from the giant competition as the national champion, with nationally-recognized honors and the grand prize, a four-year college scholarship.

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New Interests—The Second Annual Hobby Show for Older People will be held June 9-13 at the American Museum of Natural History, under the sponsorship of the Welfare Council of New York City. There will be no fee charged to exhibitors, and any person, sixty or over, living in the metropolitan and surrounding areas, may enter his work. Suggested items for the show include paintings, drawings, sculpture, creative writing, weaving, textile decoration, gardening, needlecraft, glass blowing, woodwork, collections (buttons, fans, spoons and the like), and whatever else the exhibitors may wish to display. In fact, the aim of the Hobby Show is to encourage growth of new interests in older persons. Entry blanks are available on request from the Welfare Council of New York City, 44 East 23rd Street, New York 10.

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By Crackey!—They had a gen-u-wine ole time, country fair on May first in Purchase, New York. The invite said Come Early (1:00 p.m.) and Stay Late (1:00 a.m.) and that sure was a good idea for there was plenty to see. Homemade food, handwork, plants, flowers, white-elephants, children's crafts and toys were exhibited and sold. Games of skill and chance for mom, pop and junior corn cobblers were held both indoors and out. It was real entertainin' and ejucational, too—food, a pet show, airyplane and archery exhibits, fashion show (with girls), movies, ballet class, drawing and dancing. All proceeds were for the benefit of the Purchase PTA and the Community House.

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A Program to Watch—Renton, Washington, is conducting an interesting recreation course for the juniors and seniors in its high school. The course in "Recreation Leadership Training" consists of one-hour class work every day and a minimum of 125 hours of field work. In the field, stu-

dents are encouraged to take active part in leadership and to inaugurate and organize new activities. The objects of these sessions are to give actual training and experience in recreation under trained leaders to develop an appreciation of the overall field of recreation. It is the recreation department's hope, of course, that some of these teenagers will become interested in recreation work, but the primary objective of the training is to enable them to take an active part in recreation when they enter adult life, and, perhaps, to help organize programs in their communities. There are now eight students enrolled in the course this year, and next year, in anticipation of a great demand, the class will be increased to twenty-five.

Here, indeed, is an experiment—combining the initiative of youth and the values of recreation—which is well-worth watching and encouraging.

•

Encore! Encore! — Capacity audiences applauded the two performances of "Fantasy in Rhythm," a three-act musical show, presented April 17-18 by the employees of Sport Products, Incorporated—an athletic equipment firm of Cincinnati, Ohio. Personnel from every department in the plant and from the MacGregor-Goldsmith and MacGregor Golf divisions lent their talents to the production. Even the costumes for the "Circus Days," "In Old Vienna," and "Mardi Gras" themes were designed, sewed and fitted under employee direction. Principals and members of the singing and dancing choruses and all the backstage crew gave excellent performances, but it was their wonderful spirit of cooperation which really starred.

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Belated, But Sincere, Wishes—Happy birthday to the one-year-old! March 1, 1948 marked the first anniversary of the Council Bluffs Department of Public Recreation. Despite being at the toddling and toppling stage, the department has managed to run up a number of accomplishments: ten public playgrounds under supervision of trained leaders and within reach of all children; a three-day playground leaders' institute; a series of game nights for adults; an all-activity day and junior olympics for boys and girls—452 youngsters participating; on a loan basis, picnic kits consisting of games materials for small groups; bookmobile service and story hours for children on summer playgrounds, and other important recreation contributions.

•

Swing Your Partner — It's do-si-do and around we go Wednesday evenings for Greensboro, North Carolina, square dance enthusiasts. Approximately 320 people have registered for membership in the Square Dance Club, formally organized at the first public square dance sponsored by the Greensboro Recreation Department in January. Dances are held for club members only but anyone else who is interested in the program may apply for membership by obtaining a recommendation from a charter member, securing approval of the supervisor at the door during a dance, and paying membership dues at the door.

•

Family Living—In its proposed policy and action program for 1948, the North Dakota Farmers Union had this to say while discussing a plan for improved family living: "Recreation, long recognized as socially desirable, is now seen to be economically necessary to maintain and develop morale in the national health and well being . . . We urge further development of cooperative recreation, including community centers, which the Farmers Union has pioneered, and that such recretation facilities be available to people of the entire community, under community sponsorship, but financed, where necessary, with public funds."

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Fun in a *Housing Project*

R. T. McSPADDEN ***writes of a new recreation program and of the enthusiastic interest sustained through a summer.***

IF YOU WERE a visitor at Bunavista in the Texas Panhandle last summer, the chances are that you were impressed by the large groups of boys and girls busily engaged in playing tennis, basketball, softball, baseball, pitching horseshoes outside the community building. If your curiosity prompted you to go inside, you would have been further impressed at the "beehive" of activity inside the spacious interior.

Bunavista, located approximately three miles west of Borger, Texas, is a housing project for employees of the Phillips Petroleum Company. The need for a program of supervised recreation for the children in that area had long been recognized by the company. Accordingly, the initial step to establish such a program was put into effect last year when 385 children of school age showed up for the first day of activities.

It was arranged that two staff members from the physical education department of the Bunavista public school—Mr. Norman Trimble and Mrs. Lloyd Cox—take charge. Not only were they well-qualified to handle their duties, but they had the additional asset of knowing all of the youngsters.

On Monday morning, June 2, 1947, at nine a.m., the summer recreation program was opened at the Bunavista community building. The total enrollment for the fifty-eight days of program was 244 boys and 222 girls. During the summer the attendance averaged around 185 boys and girls each day, or a total of 10,771 children for the entire summer. As this represented thirty-three per cent of the total playground attendance for the entire Borger and Bunavista area, this indicates that our schedule of activities must have been attractive and challenging to our youngers.

The program was not compulsory. Two meetings were held daily from nine a.m. to twelve noon and from three p.m. to five p.m. five days a week from Monday to Friday inclusive. Wednesday nights were set aside for night softball games for all the playgrounds in the Borger-Bunavista area. Keen rivalry and hard fought games were the features of these weekly meets with good sportsmanship displayed by both the winners and losers.

Table tennis, shuffleboard, arts and crafts and rhythm band were conducted within the confines of our community building, while such sports as softball, baseball, tennis, basketball, touch football, and horseshoe pitching were planned on the various fields and courts immediately adjacent to the community building. All the above activities proved to be highly popular with our youngsters, with softball and baseball possibly drawing the largest amount of interest.

Wednesday morning each week was devoted to swimming and swimming instruction, with the Borger municipal pool facilities donated to the use of our group through the courtesy of the City of Borger. Judging from the number of girls and boys "squeezing" into the buses every Wednesday morning, it seemed as if every child in the community wanted to swim!

Band activity was under the direction of a member of the Borger high school faculty—band meetings being held in the Borger high school band house on regular schedule. A rhythm band was conducted twice weekly on Mondays and Fridays at the community building. This event attracted

the younger children and it was interesting to observe their reactions—they seemed to get so much real enjoyment out of this activity.

The personnel director of the Plains Plant reported that juvenile delinquency problems at Bunavista decreased appreciably this past summer as compared to past vacation periods when no organized recreation program was in effect. Naturally, a dollars and cents value could not be placed on these recreational benefits, but it is entirely conceivable that the intangible values will be reflected in better citizenship and sportsmanship displayed by our boys and girls in the future.

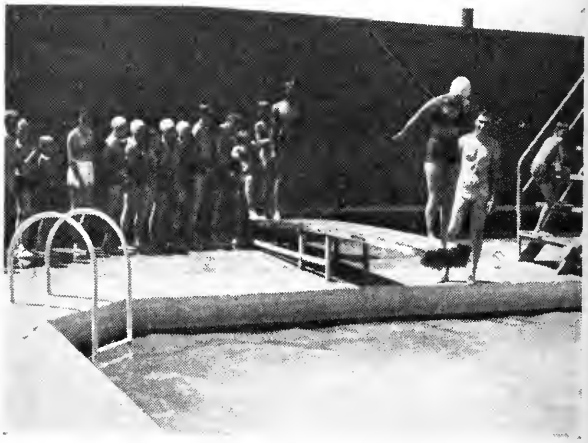
It was interesting to hear some of the comments about the recreation activities made by parents of children who participated. One parent reported that his boy was so tired at night that no extra urging was needed to get him to bed! A mother commented that her daughter was so interested in all of the activities offered that she could hardly wait to eat breakfast to start a busy day. All in all, the various comments reflected that discipline problems were decreased by keeping the children busy with interesting events all day. The enthusiasm and interest of the children, themselves, held throughout the summer.

Bennie Wilkerson, a full-blooded Choctaw Indian boy was employed to assist with the softball program. Bennie did a fine job in seeing that the softball games were run off with a minimum of delay.

During the second week in August our Bunavista playground group competed with the various playgrounds in Borger in special events, swimming, tennis and track events. Our group placed second in total points in these contests in which approximately 1,000 youngsters took part. Defeats in the tennis finals proved the downfall of our Bunavista group, allowing the Weatherly Playground in Borger to win by a bare margin of three points! This proved to be a very exciting week of competition for all the girls and boys in the Borger-Bunavista area.

Plans are being made to continue our recreation activities next year, with a broader scope of program. In addition to competitive sports, this will include activities to attract children who do not care for competitive play but who like to engage in beadwork, wood carving and other arts and crafts. Plans to include adult recreation are being given careful consideration. Inasmuch as the Bunavista program was so successful in the initial venture, our company is now making plans to set up similar recreational programs for other communities where we are operating.

Oh no you don't! This hot argument over a game of horseshoes was ominous but turned out amiably.



Judging from attendance, it seemed that every child in the community wanted to swim whenever possible.

An enthusiastic ball player getting ready to "hit one out of the lot." Director Trimble in background.

Recreation Suggestion Box

Bicycle Skill Tests

A series of skill tests have been used in Winona, Minnesota—a series developed by the American Automobile Association to increase interest in safe and skillful bicycle riding and to provide means of accurately measuring the skill of an individual in handling a bicycle under a variety of conditions.

These tests were sponsored by the city recreation department to promote interest in bicycle safety locally. Posters announcing competitions were placed at the playgrounds. Newspapers carried articles announcing the event and also its results.

The necessary street markings were made on a level, hard-surfaced street where traffic was blocked off during the hours of testing. White painted lines, four inches wide, were used for marking. The contestants were tested in groups of ten, and the entire group taken through the first test before starting the next. Score cards were mimeographed to accurately record results for each contestant.

The skill tests included circling, balancing at slow speed, straight line riding, weaving, riding between stanchions and stopping on a spot.

A Flying Club

More and more people are becoming air-minded these days and are wishing that they might enjoy the pleasures of flying at moderate cost. An informative manual on the subject—"How to Form a Flying Club"—has recently been put out by the Aeronca Aircraft Corporation in Middletown, Ohio. This presents basic principles which, if followed, should lead to low cost flying, and offers a suggested plan and costs-breakdown for a twenty member club, ten member club, an industrial flying club. A proposed code of regulations is included. Copies of the manual are available from the above company.

Editorial Note: We should like to hear about any flying clubs now operating successfully!

Municipal Picnic Kit

As a service to the citizens of New Britain, Connecticut, last spring, the Recreation Commission made up a picnic box of sports equipment, to be available to local organizations free of charge and upon advance reservation at the Municipal Recreation Office. A deposit of five dollars was requested, and refunded when the box was returned intact. This service proved very popular indeed!

In planning the kit, anticipation of hard and frequent usage led to a search for a durable container and the final acquiring of an iron bound army chest with strong handles and fasteners, $2.98. The olive drab was covered with cream colored paint on which a dark design and lettering stood out clearly. Contents of the box were: one set of horseshoes (4), one pair iron stakes, volleyball net, volleyball, badminton net, two badminton rackets, three birds, two skipping ropes, one softball bat, one softball, one deck tennis ring, one golf club, three cotton golf balls, one paddle tennis net, four paddle tennis rackets, three bean bags, three paddle tennis balls, one card file on games for children, one rule book listing and

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When the box was ready, a photograph and write-up of the service were run in the local paper. Response was immediate and resulted in the use of this equipment by twenty different organizations during the season.

Equipment

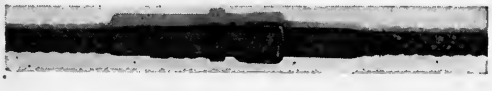
"20 to 2" Game—The cities of Detroit and Dearborn are featuring this game on their city playgrounds where the competition has been so keen that they have established city champions among the boys and girls of different age levels. They recommend it for church groups, community centers and home gatherings as well. Tournaments have been set up in various YMCA's and boys' clubs. "20 to 2" is a game of skill played by two persons on a board similar to a checker board only excitingly different. Pawns in the game are twenty small, red ships and two white submarines, the object of the game being to get the red fleet safely maneuvered into the submarine base. Further information is available from the Dearborn Industries, Dearborn, Michigan.

Plastic Equipment—The new plastics are invading almost every field, and recreation is no exception. A variation of the game of darts, for instance, is Blow-Dart Archery which is played with Tenite plastic darts, blown through a tube rather than thrown. The plastic, though light in weight, is tough and withstands impact without breakage. These games are manufactured by the Fleetwood Archery Company, 4430 East 8th Avenue, Denver 7, Colorado.

While Tenite football helmets have been used by college teams for some time, models for juniors are now being made by the Raleigh Company in New Rochelle, New York. Sand Sailers, on the other hand, small rubber-tired sailing vehicles with sails of gay colors, are being made of Vinylite plastic by Sand Sailers, Incorporated, New York City, and are usually available at leading department stores.

Here's An Idea . . .

Each year, as regularly as clockwork, a group of thirteen recreation directors of the city of Los Angeles, California, band together and take advantage of the group subscription rate for RECREATION magazine. It would seem that they had found it worthwhile. . . . In case you have forgotten, group rates—for a number exceeding ten subscribers—bring down individual subscriptions to $2.50 each, instead of the usual $3.00.



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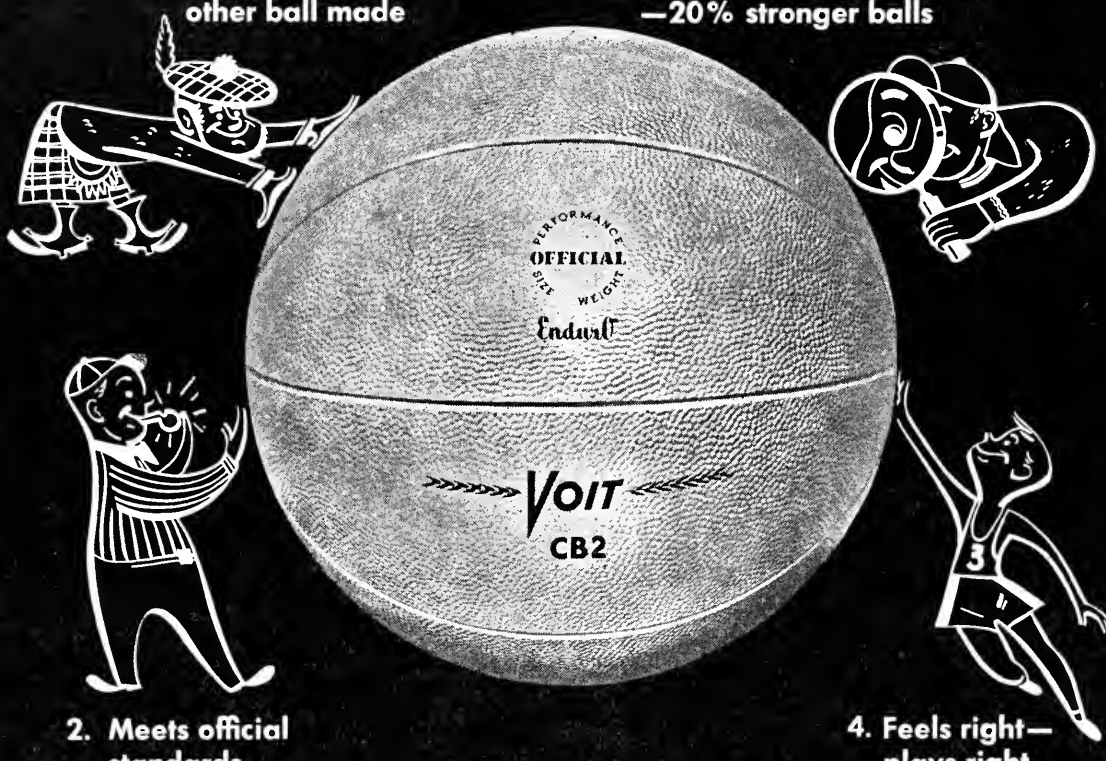

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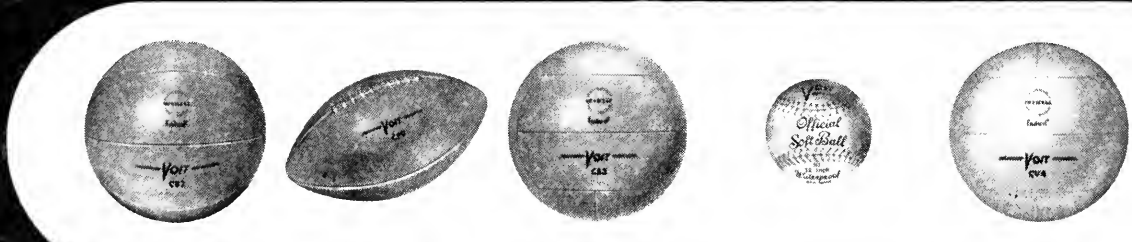

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News in Recreation

AAU Sponsors Junior Olympics

JAMES A. RHODES, President of the Amateur Athletic Union of the United States, has announced that arrangements have been completed for the *Junior Olympics* in the United States to be held under the auspices of the AAU. The U. S. Olympic Committee, at its meeting in New York in April, granted the AAU official sanction of the use of the name "Olympics" in connection with this project. All who are interested in having further details should write to William O'Neil, President of Radio Station WJW, Cleveland, Ohio, who has been named Chairman of the AAU Junior Olympics Committee.

New Free Service

THE A. G. SPALDING COMPANY, in Chicopee, is inaugurating a new free service to communities in the New England area. This provides free instruction in tennis to schools or recreation departments. Though limited, at present, to New England, such service, if successful, might be extended to all states. Its purpose is to stimulate better tennis—there is no commercial obligation or sales program. Those interested should contact Mr. H. L. Davenport, A. G. Spalding Company, Chicopee, Massachusetts.

Summer Institutes

THE NEW YORK School of Social Work, Columbia University, is again offering a series of summer institutes: Series I—June 21 to July 2; Series II—July 12 to July 23; Series III—July 26 to August 6. For further particulars write the school at 122 East 22nd Street, New York 10, New York.

Seattle

THE SEATTLE SCHOOL Board, with its expansion building program, is making plans and providing for new building structures, suitable entrances, and other facilities which will make possible after-school and evening use of gymnasiums and auditoriums for recreation purposes. There is a close relationship between the School and Park Board executive staffs, and the physical education and recreation program departments.

The University of Washington, with its extensive building program, is keeping in mind the need for expansion of the Men's Physical Education Department, and its needed facilities.

The Park Department, with its recent public endorsement and approval of two and one half million dollars in bonds, in addition to the one million dollars from the state funds, and its accumulated reserve funds, should be able to advance program facilities considerably in the next two years.

Senate Bill (S. 2277)

ACCORDING TO SOCIAL Legislation Information Service, both branches of Congress have passed Senate bill 2277 to provide for the disposition (with special priorities) of surplus real estate to states, political subdivisions, and municipalities for use as public parks, recreational areas, or historic monument sites.

1. In the case of park and recreational areas, the price would be equal to fifty per cent of the fair value of the property.

2. In the case of historic monuments, the transfer would be made without monetary consideration.

Since the House adopted a number of amendments to the Senate-passed bill, the measure will not go to the President until after agreement is reached by both branches of Congress on these details.

From Stockholm

MRS. STINA WRETLAND-LARSSON, Superintendent of Playgrounds, Stockholm, Sweden, recently paid a visit to the National Recreation Association. Mrs. Wretland-Larrson is touring this country for the purpose of becoming better acquainted with recreation methods and projects in the United States. The National Recreation Association suggested places which she might be interested in visiting, and assured her of the hospitality of any and all local recreation departments, of their willingness to show her around and to give her every possible help.

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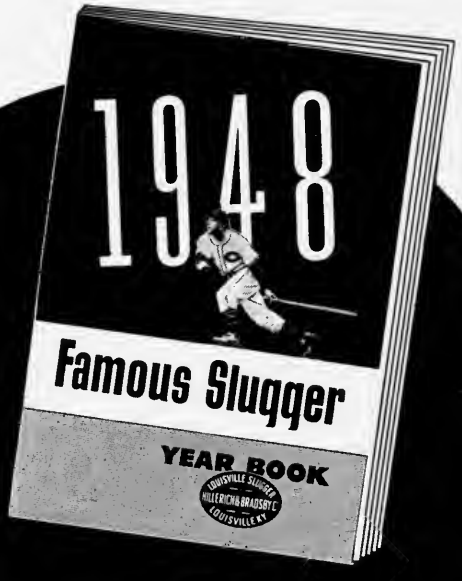

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Recent Conference

THE NEW YORK State Recreation Conference was held in Niagara Falls, New York, April 29 to May 1, under the auspices of the National Recreation Association - C. E. Brewer, Field Representative, and the New York State Public Recreation Society - C. E. Waite, White Plains, New York, President.

The New York State Public Recreation Society is a professional society with a membership of persons employed as full-time recreation personnel. One hundred and nine persons were registered at the conference, with eighty-eight attending the conference banquet, and eighty-nine the dinner and annual meeting of the New York Society. Meetings were conducted on a round-table basis, the subjects for four such meetings being: Problems on Administration; on Personnel; on Maintenance and Construction; and on Activities and Public Relations. A feature of the round-tables which proved effective and rewarding was the presentation, by the discussion leaders, of five-minute prepared papers on some special problem common to all. Each of these was followed by discussion from the floor. Another good feature of the conference was the section meetings of cities according to size of population as: villages under 10,000 population; cities from 10,000-25,000 population; cities from 25,000-70,000 population; cities over 70,000 population.

Junior Tennis Championships

K. Mark Cowen

FLOWERS MAY BLOOM in the spring, but the National Public Parks and Playgrounds Tennis Association will do its planting this summer.

Derived from hardy stock—the National Public Parks Tennis Championships—the young sprout will inherit the title of *First Annual Junior National Public Parks Tennis Championships.*

With the sanction to stage the 22nd Annual National Public Parks Tennis Championships in Los Angeles from August 8 to 15, the Los Angeles Department of Recreation and Parks formulated the idea of planting the junior tournament in the same field and reaping a double harvest.

In all respects, but one, the junior tournament will be the same as the senior event. National titles will be at stake in men's singles and doubles, women's singles and doubles and mixed doubles—but in the junior field the men and women may not be more than eighteen years of age.

Why nurture such a junior tournament? Why, for that matter, stage any tournament for the Public Parks' players?

The advantages offered by the game of tennis itself best serve to answer these questions. Tennis offers one of the finest means of healthful recreation and physical fitness, and the game serves to advance the high standards of amateurism, fair play and sportsmanship.

Recognizing the fact that public parks and recreation departments were supplying many of the tennis facilities throughout the nation, the United States Lawn Tennis Association in 1917 created a division called the National Municipal Recreation Federation which, ten years later, sought and obtained, as an affiliate of the U.S.L.T.A., autonomy under the name of National Public Parks and Playground Tennis Association.

The objectives of this group, as suggested in its constitution, are to foster, promote and extend public tennis programs throughout the United States, to develop rules and policies for such programs, to bring together like organized tennis bodies and to organize and conduct tournaments for the furtherance of these objectives, especially the National Public Parks Championships.

The fine contribution public tennis makes to recreation programs, and the great impetus to local programs provided by the end competition of a national tournament, lend assurance that enthusiasm is fostered for the National Public Parks tournament.

Because of the addition of the Junior Championships to the National Public Parks Tournament this summer, the benefits of the whole program will be materially increased. More players competing in a diversified program will create more interest. More interest in the event will attract more players. That is why the Los Angeles Department of Recreation and Parks is now preparing to sweep up broken records, August 8th to 15th, during the 22nd Annual Senior Championships and the First Annual Junior Championships. The success here should go a long way toward encouraging more cities to join the National Public Parks and Playgrounds Association.

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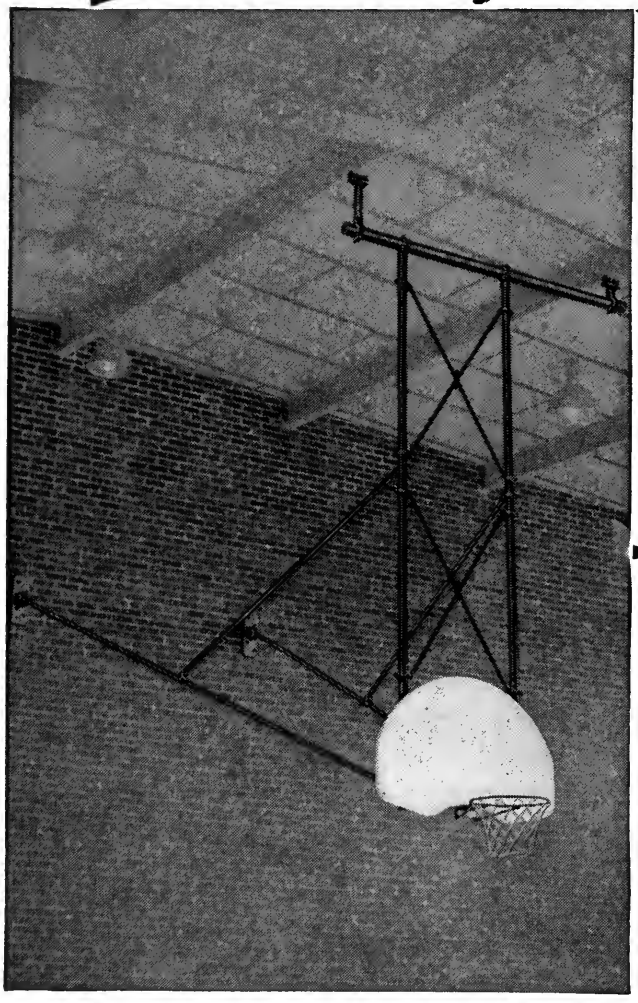

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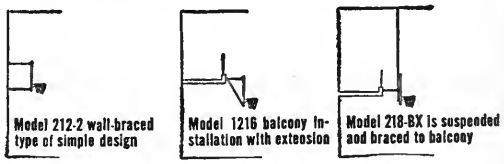

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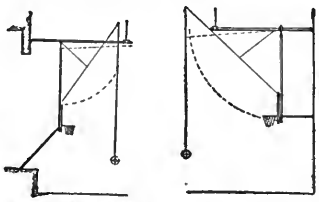

Model 222B swing-up is braced to stage floor

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BLOCK PARTIES

Charles J. Setzer

DESPITE A WEALTH of recreation agencies, facilities, and programs in a city, I believe that there is a definite community need for the block party. This sort of party provides an opportunity for the residents of a city block to become acquainted. It is a sad, but frequently true, commentary on city life that one seldom gets to know the family across the street or even the family next door.

The great variety of interests that claim one's attention in a large metropolis, the crowded conditions, and the fast tempo of living, all contribute to the existence of a situation wherein one's next door neighbor is often likely to remain a stranger. The joy of good fellowship, of being able to greet each one of your neighbors as you pass him on the street, and of developing lasting friendships with those who live nearby, are things that the average city dweller seldom experiences.

The block party is an activity that is not only an enjoyable form of neighborhood recreation, but one which also provides a vehicle for realization of one of the aims of the recreation movement—family recreation. The whole family, from the youngest to the oldest, takes part in a block party. I believe that some members of a family group only begin to really know each other when they learn to play together or undertake a joint project.

The preparations for the party—of the block itself, the house decorations, the pennants and banners, and the frequently original lighting schemes—provide a truly creative experience for participants. I have seen children and adults spend a whole day together, decorating the front of their home or stringing pennants from one telephone pole to another. It reminds me of the quilting bees or the husking bees that played such a big role in the social life of the vigorous Colonial period of our early history. To work together, both sexes and all ages, in a cooperative and creative venture is one of the most satisfying experiences possible. — –

We have just held our second annual block party in Richmond Hill, New York City. The first such party, held last year as a "welcome home" affair for the servicemen of the block, was such a success that the neighbors decided to have another party this year. From all indications it promises to become an annual fete.

The financing of the party was simple enough; each house contributed two dollars to the general fund which was turned over to a block committee. The fund, sixty dollars in all, was used to purchase the decorations, to provide candy and ice-cream for the youngsters, and to rent a public address system for the occasion.

The first event of the evening was a kiddie parade; the youngsters were dressed in old clothes that were much too big for them. At its conclusion, about dusk, the lighting system was turned on in all its Christmas-like glory. Popular dance music records, played over the rented public address system, started the dancing that lasted for the remainder of the evening. Each family served their own refreshments on a table in front of their home or in the backyard, and then welcomed neighbors or went on to visit others on the block.

I conversed on friendly terms with an elderly gentleman whom I had never met before, and found that we shared a common interest in psychology. I saw people dancing together who had never even spoken to each other previously. Hidden talent was revealed when several individuals decided to supplement the "canned" music with a few songs of their own, and a demonstration of Irish folk dances proved to be one of the highlights of the evening.

As simple as was the organization, financing and planning for this block party, it provided an experience for many that will be the basis for more hours of good fellowship and happy community living in the years to come.

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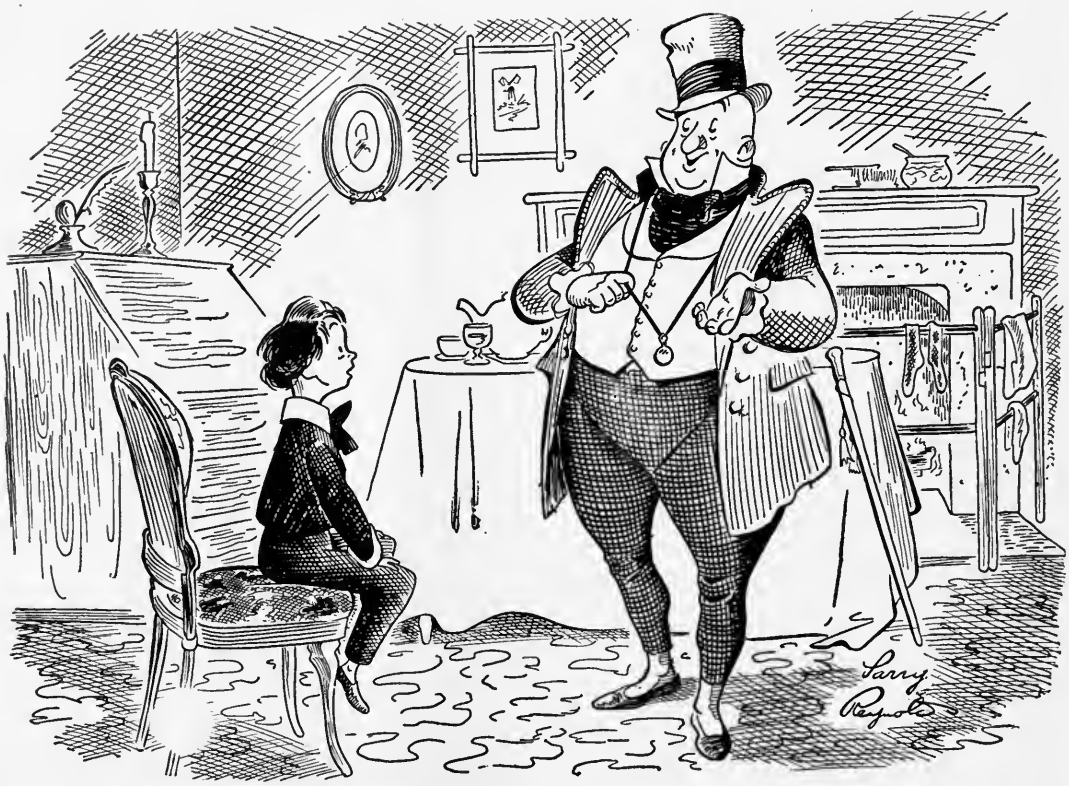

Mr. Micawber was only half-right!

MR. MICAWBER'S financial advice to young David Copperfield is justly famous.

Translated into United States currency, it runs something like this:

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U.S. SECURITY LOAN

Look to Your Forests!

"SMOKEY, THE Fire Preventin' Bear" has been called upon once again to carry an urgent message to all of us. This year the chief protagonist of the Forest Fire Prevention Campaign appears in a prayerful mood, begging forest visitors to exercise special caution in helping to prevent fire in the woods.

In spite of the fact that forest, woods and range fires are on the decrease—172,000 last year as compared with an average of 210,000 per year before the war—they are still a major national problem. In 1947 the trees of saw-timber size burned were enough to build 86,000 five-room homes; the pole-size trees enough to provide a twelve-month supply of newsprint (approximately three and one-quarter million tons) for every newspaper in the United States. Recreation has also been affected, for often in the past it has been necessary to cut off the use of national forests and parks for hikes, picnics, camping and other summer fun because of fires and dry spells.

In connection with the opening of the sixth annual nationwide Forest Fire Prevention Campaign, Secretary of Agriculture Clinton P. Anderson stated that the importance of forest fire prevention "could not be overemphasized in our day when the dependence of mankind on ample and productive natural resources is reflected in every page of current history. The record shows that nations rise as their natural resources are developed and wane if these are exhausted through unwise and wasteful use. . . . Certainly each one of us can be sure that he does not contribute to starting forest fires through a lighted match dropped in the woods, a neglected campfire or other inexcusable carelessness."

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Books Received

Bat Boy of the Giants, by Garth Garreau. The Westminster Press, Philadelphia, Pennsylvania. $2.00.

Birds of Prey, by Leon Augustus Hausman. Rutgers University Press, New Brunswick, New Jersey. $3.75.

Camping and the Future, by Ramona Backus, Harvie J. Boorman, and Hedley S. Dimock. Association Press, New York. $1.50.

Complete Party Book, The, by Alexander Van Rensselaer. Sheridan House, Publishers, New York. $3.50.

Decade of Group Work, The, edited by Charles E. Hendry. Association Press, New York. $2.50.

Fix It, Please, by Lucy Sprague Mitchell. Simon and Schuster, Incorporated, New York. $.25.

Isles of Rhythm, by Earl Leaf. A. S. Barnes and Company, Incorporated, New York. $5.00.

Jackie Robinson, My Own Story. Greenberg, Publisher, New York. Paper edition $1.00; cloth $2.00.

Mountain Tamer, by Arthur D. Stapp. William Morrow and Company, Incorporated, New York. $2.50.

Noises and Mr. Flibberty-Jib, by Gertrude Crampton. Simon and Schuster, Incorporated, New York. $.25.

Official Lacrosse Guide, 1948. A. S. Barnes and Company, Incorporated, New York. $.50.

Official Track and Field Guide, 1948. A. S. Barnes and Company, Incorporated, New York. $.50.

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SUSAN LEE—Third Vice President and Secretary of the Board, National Recreation Association. Article on page 100.

JOHN J. CONSIDINE—General Superintendent of Recreation, Detroit, Michigan. Page 105.

BARBARA CARRELL—Writer for the *New York Herald Tribune.* Article on page 111.

WILLARD C. SUTHERLAND—Recreation Personnel Service, National Recreation Association. Article on page 114.

S. THEODORE WOAL—Active in camping circles, Mr. Woal is author of constructive articles on camping such as that on page 117.

ELDON UNDERWOOD — Recreation Division, Boys' Department, Kingdom House Settlement, St. Louis, Missouri. Article on page 118.

FRANK H. GERI—Director, Bellingham Playfields, Bellingham, Washington. Page 123.

R. T. MCSPADDEN—Phillips Petroleum Company, Borger, Texas. Article on page 127.

K. MARK COWAN—President, National Public Parks and Playgrounds Tennis Association, as reported in an interview by Bion Abbott, *Los Angeles Times* Sports Editor. Page 135.

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ACCORDING TO Louis H. Blumenthal, "Camping only recently has become conscious of the vital role administration can play in the development of a socially productive camp community, and only lately has it become aware of administration as a distinctive camp discipline, with an underlying philosophy, guiding principles, and technical processes of its own. In addition, there has been growing recognition of the fact that camp administration is inseparably woven into the very fabric of camp life—into camp aims, programs, and functioning of staff and campers."

Hedley S. Dimock has gathered together up-to-the-minute material written by authorities in this important field and presented it in a book of wide scope and practical topics to be published this month. As Carol Gulick Hulbert says in her foreword: "The American Camping Association has taken an active and interested part in the development of good standards for camping . . . To put these standards into effect, hundreds of camps must be educated to the necessity of good administration as well as of good program and good leadership. Such a book as this is a step along our chosen path . . ."

A few of the long list of subjects covered are: *The Functions and Principles of Camp,* by Louis H. Blumenthal; *Organization of the Camp,* by Harvie J. Boorman; *Staff Qualifications and Organization,* by E. DeAlton Partridge; *Community Aspects of Camp Planning,* by Roy Sorenson; *Organization and Administration of Camp Program,* by Harvie J. Boorman.

Hobbies

RECREATION PEOPLE SHOULD perhaps be familiar with the Harper Hobby Series in which each book is a complete, step-by-step, illustrated treatment of its subject. Titles: *Complete Introduction to Photography; Creating Jewelry—for Fun and Profit; Freehand Drawing Self-Taught; Handicrafts as a Hobby; Hiking, Camping and Mountaineering; Hobbies for Everybody; Modern Magic Manual; Painting as a Hobby; Photography as a Hobby; Pottery; Sketching as a Hobby; Wood-Carving as a Hobby; Woodworking as a Hobby.* For catalogue: Harper and Brothers, 49 East 33rd Street, New York 16.

Tall Baseball Stories

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Outdoors with the Camera

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CAMERA FANS SHOULD be delighted with this book of valuable suggestions which records, play by play, the process of learning to take good pictures and the solving of everyday camera problems. Common experiences in picture taking are illustrated with "right and wrong" snapshots and brief explanatory captions. Charts and diagrams are designed for quick reference.

Young People's Corner

Rue Plays the Game

Josephine Blackstock. G. P. Putnam's Sons, New York. $2.50.

"LEARN TO BE a play director? Pay out good money to learn *recreation* in college? Stuff and nonsense!" This was the opinion of eighteen-year-old Rue's Aunt Laura. But Rue persevered and the reader goes off with her to a modern, lively college where she passes through the phases of training necessary for the fascinating career she has chosen. A warm, real-life story for girls and their mothers, by one who has done outstanding work in the recreation field.

The Golden Books

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Recreation Training Institutes

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HELEN DAUNCEY Social Recreation	Pullman, Washington June 21-July 2	Dr. Helen G. Smith, The State College of Washington
RUTH EHLERS Social Recreation	Lexington, Kentucky June 7-11	Miss Anna Pherigo, Executive Director, Board of Park Directors
	Westchester County, New York June 21-25	E. Dana Caulkins, Superintendent of Recreation, County Building, White Plains, New York
	Chester, Pennsylvania June 28-July 2	R. M. Schultz, Recreation Director
	Shepherdstown, West Virginia July 6-9	Oliver Ikenberry, President, Shepherd College
ANNE LIVINGSTON Social Recreation	Peoria, Illinois June 7-11	Frank Bowker, Acting Director of Recreation
	Lansing, Michigan June 17-18	Herbert Kipke, Recreation Director, Board of Park Commissioners
	Pittsfield, Massachusetts June 21-25	Mrs. Corinne Conte, Supervisor of Girls, Park Commission
	New Britain, Connecticut June 28-30	Joseph Hergstrom, Superintendent of Recreation
FRANK STAPLES Arts and Crafts	Steubenville, Ohio June 7-11	Frank Y. Linton, Superintendent of Recreation
	Hammond, Indiana June 14-18	R. Wayne Cunningham, Superintendent of Recreation
	Amsterdam, New York June 21-23	Alex H. Isabel, Supervisor of Recreation
	Glens Falls, New York June 25	D. L. Reardon, Superintendent of Recreation
	Rome, New York June 28-July 9	William Keating, Director of Recreation
	Baltimore, Maryland July 19-23	Thomas G. Ferguson, Supervisor of Health and Physical Education, State Department of Education
ALICE VAN LANDINGHAM Social Recreation	Watertown, New York June 23-25	Miss Elinor Duggan, Assistant Superintendent of Recreation
	Rochester, New York June 28-July 2	O. W. Kuolt, Council of Social Agencies, 70 North Water Street
GRACE WALKER Creative Recreation	Birmingham, Alabama June 14-18	N. C. Ward, Manager, Smithfield Court, 150-8th Avenue, North
	Canton, Massachusetts July 5-9	Miss Josephine Crawford, 808 West Street

"THE healing fragrance of the woods; the beauties of lake and of coastline; the open air; the clean blue skies—these belong to all people, and the right to enjoy them is the heritage of every child."

From *Camping for Crippled Children.*

RECREATION

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Recreation
July 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

Faith Is Also Needed*

BY RAYMOND B. FOSDICK

During the First World War Raymond B. Fosdick was chairman of both the War Department and the Navy Department Commissions on Training Camp Activities, under which War Camp Community Service was carried on by the National Recreation Association. He has been active in his support of the National Recreation Association for more than thirty years, serving for a time on the Board of Directors. He is one of the pioneers who helped to build the national recreation movement in the United States. Many, throughout the world, believe that this movement has a very considerable part to play in helping to build the national and international faith that is needed.

HOPE AND FAITH and the belief in the individual in all his magnificence and misery are the final criteria of worth.

What has broken down is man's confidence in himself and in his fellow-man. What has been lost in large sections of the world is the relationship of trust and those age-old values that came from Sinai and the Areopagus of honor and truth and tolerance and justice.

The sickness of the human soul cannot be relieved by a diet of guns and machinery. "God knows we need food and coal to survive," said a European delegate to Lake Success, "but unless America can take the lead in providing a vital faith, in giving us a song that mankind can sing, all her exports will merely postpone the day of reckoning and the world will die anyway."

The past is littered with the wreckage of nations and empires which tried to meet the crises of their times by physical means alone. Unless we can rise to greatness and lift our answers to a moral plane, our fate will be the fate not only of the nations that preceded us in history but of all species, whether birds or brontosaurs, which specialized in methods of violence or defensive armor.

But America has a song to sing that is not based on an economic creed or dogma and that has nothing to do with a catch-word like "free enterprise . . ." We, too, believed in a better future—a better future for all men—and we believed in the necessity and power of change to accomplish it. There were no frightened conservators of the status quo in the army of General Washington.

This is the tradition of America, and we must not let the song die on our lips. The foundations of this country were based on moral principles . . . Our faith once captured the imagination of the world; it can capture it again.

America is preoccupied with the task of raising the material standards of living. In this ambition we have been incomparably successful; our productive and consuming capacity is greater than that of any other country in the world.

But the result is that our principal standards are standards of quantity: we have more of everything than anybody else—automobiles, refrigerators, radios, railroads. Consequently, our ideal is beginning to be not so much a world peopled by wise and happy men as it is a world in which "every family has its automobile and every pot its chicken." We have too easily made the assumption that other values would automatically follow our material well-being, that out of our assembly lines and gadgets the good life would spontaneously be born.

We cannot escape the obligation, in this scientific age, to comprehend science; but in the supreme question which faces our generation, physics and chemistry and engineering have no answers for us. . . . The dynamic tensions of our society can be relieved only by moral and social wisdom, and that kind of wisdom cannot be precipitated in a test tube nor can it be won by the brilliant processes of nuclear physics . . . Its greatness, however, if achieved, will consist in its search for an enlightened humanism and for rational and ethical values that will rise above our time . . .

*From article in *New York Times*, June 6, 1948. Mr. Fosdick, president of the Rockefeller Foundation, retired June 30, 1948.

FOREST OF FONTAINEBLEAU, Jean-Baptiste-Camille Corot. Painted 1830-18
National Gallery of Art, Washington, D. C. (Chester Dale Collection—Loa

An Apology for Idlers*

ROBERT LOUIS STEVENSON

"BOSWELL: *We grow weary when idle.*

"JOHNSON: *That is, sir, because others being busy, we want company; but if we were idle, there would be no growing weary; we should all then entertain one another.*"

JUST NOW, WHEN everyone is bound, under pain of a decree in absence convicting them of *lése*-respectability, to enter on some lucrative profession, and labour therein with something not far short of enthusiasm, a cry from the opposite party who are content when they have enough, and like to look on and enjoy in the meanwhile, savours a little of bravado and gasconade. And yet this should not be. Idleness so called, which does not consist in doing nothing, but in doing a great deal not recognised in the dogmatic formularies of the ruling class, has as good a right to state its position as industry itself. It is admitted that the presence of people who refuse to enter the great handicap race for sixpenny pieces, is at once an insult and a disenchantment for those who do. A fine fellow (as we see so many) takes his determination, votes for the sixpences, and in the emphatic Americanism, "goes for" them. And while such an one is ploughing distressfully up the road, it is not hard to understand his resentment, when he perceives cool persons in the meadows by the wayside, lying with a handkerchief over their ears and a glass at their elbow. Alexander is touched in a very delicate place by the disregard of Diogenes. Where was the glory of having taken Rome for these tumultous barbarians, who poured into the Senate house, and found the Fathers sitting silent and unmoved by their success? It is a sore thing to have laboured long and scaled the arduous hilltops, and when all is done, find humanity indifferent to your achievement. Hence physicists condemn the unphysical; financiers have only a superficial toleration for those who know little of stocks; literary persons despise the unlettered; and people of all pursuits combine to disparage those who have none.

But though this is one difficulty of the subject, it is not the greatest. You could not be put in prison for speaking against industry, but you can be sent to Coventry for speaking like a fool. The greatest difficulty with most subjects is to do them well; therefore, please to remember this is an apology. It is certain that much may be judiciously argued in favour of diligence; only there is something to be said against it, and that is what, on the present occasion, I have to say. To state one argument is not necessarily to be deaf to all others. . . .

It is surely beyond a doubt that people should be a good deal idle in youth. For though here and there a Lord Macaulay may escape from school honours with all his wits about him, most boys pay so dear for their medals that they never afterwards have a shot in their locker, and begin the world bankrupt. And the same holds true during all the time a lad is educating himself, or suffering others to educate him. It must have been a very foolish old gentleman who addressed Johnson at Oxford in these words: "Young man, ply your book diligently now, and acquire a stock of knowledge; for when years come upon you, you will find that poring upon books will be but an irksome task." The old gentleman seems to have been unaware that many other things besides reading grow irksome, and not a few become impossible, by the time a man has to use spectacles and cannot walk without a stick. Books are good enough in their

*From "Travels and Essays," Charles Scribner's Sons, New York. Reprinted by permission.

own way, but they are a mighty bloodless substitute for life. It seems a pity to sit, like the Lady of Shalott, peering into a mirror, with your back turned on all the bustle and glamour of reality. And if a man reads very hard, as the old anecdote reminds us, he will have little time for thought.

If you look back on your own education, I am sure it will not be the full, vivid, instructive hours of truantry that you regret; you would rather cancel some lack-lustre periods between sleep and waking in the class. For my own part, I have attended a good many lectures in my time. I still remember that Emphyteusis is not a disease, nor Stillicide a crime. But though I would not willingly part with such scraps of science, I do not set the same store by them as by certain other odds and ends that I came by in the open street while I was playing truant. This is not the moment to dilate on that mighty place of education, which was the favourite school of Dickens and of Balzac, and turns out yearly many inglorious masters in the science of the Aspects of Life. Suffice it is to say this: if a lad does not learn in the streets, it is because he has no faculty of learning. Nor is the truant always in the streets, for if he prefers, he may go out by the gardened suburbs into the country. He may pitch on some tuft of lilacs over a burn, and smoke innumerable pipes to the tune of the water on the stones. A bird will sing in the thicket. And there he may fall into a vein of kindly thought, and see things in a new perspective. Why, if this be not education, what is? We may conceive Mr. Worldly Wiseman accosting such an one, and the conversation that should thereupon ensue:

"How now, young fellow, what dost thou here?"

"Truly, sir, I take mine ease."

"Is not this the hour of the class? And should'st thou not be plying thy book with diligence, to the end thou mayest obtain knowledge?"

"Nay, but thus also I follow after learning, by your leave."

"Learning, quotha! After what fashion, I pray thee? Is it mathematics?"

"No, to be sure."

"Is it metaphysics?"

"Nor that."

"Is it some language?"

"Nay, it is no language."

"Is it a trade?"

"Nor a trade neither."

"Why, then, what is't?"

"Indeed, sir, as a time may soon come for me to go upon pilgrimage, I am desirous to note what is commonly done by persons in my case, and where are the ugliest sloughs and thickets on the road; as also, what manner of staff is of the best service. Moreover, I lie here, by this water, to learn by root-of-heart a lesson which my master teaches me to call peace, or contentment."

Hereupon Mr. Worldly Wiseman was much commoved with passion, and shaking his cane with a very threatful countenance, broke forth upon this wise: "Learning, quotha!" said he; "I would have all such rogues scourged by the Hangman!"

Now this, of Mr. Wiseman's, is the common opinion. A fact is not called a fact, but a piece of gossip, if it does not fall into one of your scholastic categories. An inquiry must be in some acknowledged direction, with a name to go by; or else you are not inquiring at all, only lounging; and the workhouse is too good for you. It is supposed that all knowledge is at the bottom of a well, or the far end of a telescope. Sainte-Beuve, as he grew older, came to regard all experience as a single great book, in which to study for a few years ere we go hence; and it seemed all one to him whether you should read in Chapter XX., which is the differential calculus, or in Chapter XXXIX., which is hearing the band play in the gardens. As a matter of fact, an intelligent person, looking out of his eyes and hearkening in his ears, with a smile on his face all the time, will get more true education than many another in a life of heroic vigils. There is certainly some chill and arid knowledge to be found upon the summits of formal and laborious science; but it is all round about you, and for the trouble of looking, that you will acquire the warm and palpitating facts of life. While others are filling their memory with a lumber of words, one-half of which they will forget before the week be out, your truant may learn some really useful art: to play the fiddle, to know a good cigar, or to speak with ease and opportunity to all varieties of men. Many who have "plied their book diligently," and know all about some one branch or another of accepted lore, come out of the study with an ancient and owl-like demeanour, and prove dry, stockish, and dyspeptic in all the better and brighter parts of life. Many make a large fortune, who remain underbred and

pathetically stupid to the last. And meantime there goes the idler, who began life along with them—by your leave, a different picture. He has had time to take care of his health and his spirits; he has been a great deal in the open air, which is the most salutary of all things for both body and mind; and if he has never read the great Book in very recondite places, he has dipped into it and skimmed it over to excellent purpose. Might not the student afford some Hebrew roots, and the business man some of his half-crowns, for a share of the idler's knowledge of life at large, and Art of Living? Nay, and the idler has another and more important quality than these. I mean his wisdom. He who has much looked on at the childish satisfaction of other people in their hobbies, will regard his own with only a very ironical indulgence. He will not be heard among the dogmatists. He will have a great and cool allowance for all sorts of people and opinions. If he finds no out-of-the-way truths, he will identify himself with no very burning falsehood. His way takes him along a by-road, not much frequented, but very even and pleasant, which is called Commonplace Lane, and leads to the Belvedere of Commonsense. Thence he shall command an agreeable, if no very noble prospect; and while others behold the East and West, the Devil and the Sunrise, he will be contentedly aware of a sort of morning hour upon all sublunary things, with an army of shadows running speedily and in many different directions into the great daylight of eternity. The shadows and the generations, the shrill doctors and the plangent wars, go by into ultimate silence and emptiness; but underneath all this, a man may see, out of the Belvedere windows, much green and peaceful landscape; many firelit parlours; good people laughing, drinking, and making love as they did before the Flood or the French Revolution; and the old shepherd telling his tale under the hawthorn.

Extreme *busyness,* whether at school or college, kirk or market, is a symptom of deficient vitality; and a faculty for idleness implies a catholic appetite and a strong sense of personal identity. There is a sort of dead-alive, hackneyed people about, who are scarcely conscious of living except in the exercise of some conventional occupation. Bring these fellows into the country, or set them aboard ship, and you will see how they pine for their desk or their study. They have no curiosity; they cannot give themselves over to random provocations; they do not take pleasure in the exercise of their faculties for its own sake; and unless necessity lays about them with a stick, they will even stand still. It is no good speaking to such folk: they *cannot* be idle, their nature is not generous enough; and they pass those hours in a sort of coma, which are not dedicated to furious moiling in the gold-mill. When they do not require to go to the office, when they are not hungry and have no mind to drink, the whole breathing world is a blank to them. If they have to wait an hour or so for a train, they fall into a stupid trance with their eyes open. To see them, you would suppose there was nothing to look at and no one to speak with; you would imagine they were paralysed or alienated; and yet very possibly they are hard workers in their own way, and have good eyesight for a flaw in a deed or a turn of the market. They have been to school and college, but all the time they were thinking of their own affairs. As if a man's soul were not too small to begin with, *they have dwarfed and narrowed theirs by a life of all work and no play;* until here they are at forty, with a listless attention, a mind vacant of all material of amusement, and not one thought to rub against another, while they wait for the train. Before he was breeched, he might have clambered on the boxes; when he was twenty, he would have stared at the girls; but now the pipe is smoked out, the snuffbox empty, and my gentleman sits bolt upright upon a bench, with lamentable eyes. This does not appeal to me as being success in life.

But it is not only the person himself who suffers from his busy habits, but his wife and children, his friends and relations, and down to the very people he sits with in a railway carriage or an omnibus. Perpetual devotion to what a man calls his business, is only to be sustained by perpetual neglect of many other things. And it is not by any means certain that a man's business is the most important thing he has to do. To an impartial estimate it will seem clear that many of the wisest, most virtuous, and most beneficient parts that are to be played upon the theatre of life are filled by gratuitous performers, and pass, among the world at large, as phases of idleness. For in that theatre, not only the walking gentlemen, singing chambermaids, and diligent fiddlers in the orchestra, but those who look on and clap their hands from the benches, do really play a part and fulfil important offices towards the general result. You are no doubt very dependent on the care of your lawyer and stockbroker, of the guards and signalmen who convey you rapidly from place to place, and the policemen who walk the streets for your protection; but is there not a thought of gratitude in your heart for certain other benefactors who set you smiling when they fall in your

way, or season your dinner with good company? . . . Hazlitt mentions that he was more sensible of obligation to Northcote, who had never done him anything he could call a service, than to his whole circle of ostentatious friends; for he thought a good companion emphatically the greatest benefactor. I know there are people in the world who cannot feel grateful unless the favour has been done them at the cost of pain and difficulty. But this is a churlish disposition. A man may send you six sheets of letter-paper covered with the most entertaining gossip, or you may pass half an hour pleasantly, perhaps profitably, over an article of his; do you think the service would be greater if he had made the manuscript in his heart's blood like a compact with the devil? . . . Pleasures are more beneficial than duties because, like the quality of mercy, they are not strained, and they are twice blest. . . . There is no duty we so much underrate as the duty of being happy. By being happy, we sow anonymous benefits upon the world, which remain unknown even to ourselves, or when they are disclosed, surprise nobody so much as the benefactor. The other day, a ragged, barefoot boy ran down the street after a marble, with so jolly an air that he set every one he passed into a good humour; one of these persons, who had been delivered from more than usually black thoughts, stopped the little fellow and gave him some money with this remark: "You see what sometimes comes of looking pleased." If he had looked pleased before, he had now to look both pleased and mystified. For my part, I justify this encouragement of smiling rather than tearful children; I do not wish to pay for tears anywhere but upon the stage; but I am prepared to deal largely in the opposite commodity. A happy man or woman is a better thing to find than a five-pound note. He or she is a radiating focus of goodwill; and their entrance into a room is as though another candle had been lighted. We need not care whether they could prove the forty-seventh proposition; they do a better thing than that—they practically demonstrate the great theorem of the liveableness of life. Consequently, if a person cannot be happy without remaining idle, idle he should remain. It is a revolutionary precept; but thanks to hunger and the workhouse, one not easily to be abused; and within practical limits, it is one of the most incontestable truths. . . . Look at one of your industrious fellows for a moment, I beseech you. He sows hunger and reaps indigestion; he puts a vast deal of activity out to interest, and receives a large measure of nervous derangement in return. Either he absents himself entirely from all fellowship . . . or he comes among people swiftly and bitterly, in a contraction of his whole nervous system, to discharge some temper before he returns to work. I do not care how much or how well he works, this fellow is an evil feature in other people's lives. They would be happier if he were dead. . . .

And what, in God's name, is all this pother about? For what cause do they embitter their own and other people's lives? That a man should publish three or thirty articles a year, that he should finish or not finish his great allegorical picture, are questions of little interest to the world. The ranks of life are full; and although a thousand fall, there are always some to go into the breach. When they told Joan of Arc she should be at home minding women's work, she answered there were plenty to spin and wash. And so, even with your own rare gifts! When nature is "so careless of the single life," why should we coddle ourselves into the fancy that our own is of exceptional importance? Suppose Shakespeare had been knocked on the head some dark night in Sir Thomas Lucy's preserves; the world would have wagged on better or worse, the pitcher gone to the well, the scythe to the corn, and the student to his book; and no one been any the wiser of the loss. . . . This is a sobering reflection for the proudest of our earthly vanities. . . . Alas and alas! you may take it how you will, but the services of no single individual are indispensable. Atlas was just a gentleman with a protracted nightmare! And yet you see merchants who go and labour themselves into a great fortune and thence into the bankruptcy court; scribblers who keep scribbling at little articles until their temper is a cross to all who come about them . . . and fine young men who work themselves into a decline, and are driven off in a hearse with white plumes upon it. . . . The ends for which they give away their priceless youth, for all they know may be chimerical or hurtful; the glory and riches they expect may never come, or may find them indifferent; and they and the world they inhabit are so inconsiderable that the mind freezes at the thought.

THE EDUCATED PERSON

Exposes himself to many forms of leisure time growth.
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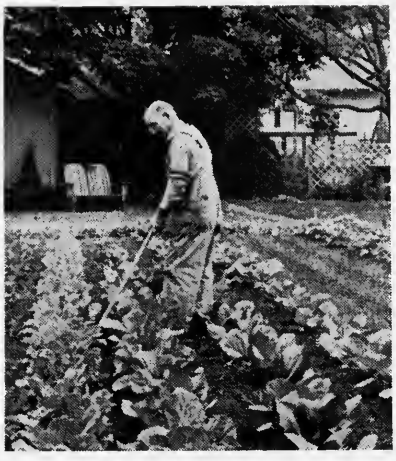
Finds satisfaction in beauty, music, drama, arts, nature.
Has joy in comradeship.
Knows how to make and hold friends.
Is skillful in working and playing with others.
Recognizes service in the community as satisfying.

—Headings adapted from pamphlet *Education Through Purposes,* Board of Education, Denver Public Schools

You Can Keep Your Garden

~ *One-Day-a-Week Will Do It* ~



Originally, we had a full-time putterer. Now one person works alone.

Kay Thorne

OUR GARDEN WAS originally planned for a full-time putterer, a hired man who came twice a week, and an occasional third helper. It was always in the pink of perfection. Then came the dark days of the war, when the whole burden fell on the one person left. What with necessary wartime activities, the few hours of daylight which remained in the evenings for chores were completely swallowed up.

In the meantime the flower garden grew like Topsy, who could not have looked worse. Holidays were used to do a little cleaning up; Decoration Day, the Fourth of July and Labor Day—what days they were—from eight o'clock in the morning until dark!

But, finally, I launched a concentrated plan for efficient running of the garden. A complete study was made of what could and could not be done.

The first thing that had to be decided was just how much time would be set aside for this purpose. Saturdays were not free; so Sunday was fixed as gardening day, and the schedule is still being strictly followed. *Nothing* takes me away from gardening on Sunday. The only thing that is not done on that day is the cutting of the front lawn. I still have that inhibition of not wanting to be seen cutting the front lawn on Sunday. It is usually done Saturday night between seven o'clock and dark. If it rains Saturday night and the grass is growing fast, then, and only then, is it cut on Sunday or left for the next Saturday night.

The undertaking to revive active gardening in the summer of 1944 was largely spent in clearing out overgrown shrubs, weeds, old climbing rose vines and so on. Each Sunday one particular thing was chosen for concentration. It was a great temptation to dilly dally but I closed my eyes to the other things and did that one job thoroughly. And it looked pretty good, too, when I looked at the heap of rubbish to be burned; but usually, by that time, I had already started thinking about the schedule for next Sunday, picking out the most glaring needs.

A regular routine was followed carefully. If there was time left over after the day's project was finished, one of the many other things was undertaken, always keeping in mind that whatever it was had to be carried all through the garden and finished completely. Charts were drawn up and divided into work periods, allowing an efficient time limit for each task. If you have never set such a schedule and followed it, you have missed an enlightening experience. I found that the pace set at first was too fast so I cut it down to such speed as would at least leave me with a little breath at the end of the day.

It takes that kind of planning to do a one-day-a-week garden job single handed.

Needless to say that during the first summer only the surface was scratched but one could see that there was improvement. I must confess that, in spite of the fact that there was a garden aplenty, I succumbed to a few roses and perennials. What real gardener would not? Inspired by the war, I also attempted a vegetable garden. It was pathetic: a few green beans, lettuce and carrots—but those —delicious.

The summer of 1945 saw more hard work with the schedule a little more vigorous than the preceding year. This was the year that I gave up sprinkling and decided that since the farmer grew his crops only with the help of the rain, and the nurseries grew shrubs, evergreens and so forth without watering, I could, too. There was a great

deal of fear and trepidation in the undertaking. All garden advice said "Sprinkle, water, don't let things dry out." But in the spring I started out without it. The rain came and things grew; then the rain stopped but, for a while, things still grew. I almost felt as the farmer does about the rain, and kept my fingers crossed. Then when I began to despair and almost was on the point of weakening, the rain came. I began to notice the amount of dew which fell at night and welcomed an overcast day. All these things helped. During a long dry spell I did not cut the front lawn for three weeks and I left the clippings on. I even got so that I could appreciate the feelings of early man who sacrificed to the god of rain during droughts. It was quite an experience. But it worked. The lawn came through—green—and still a lawn; the perennials and roses survived except in a few instances. I knew for a certainty then that it would work. That was the satisfaction; and with this knowledge I had more time for the garden itself.

I had some tomatoes which I picked in October and at Christmas time. I had started them from seed on the Fourth of July, kept them in the ice room and, when I wanted any to eat, brought them into the warm kitchen for a few days.

I canned all the fruit in the yard—cherries, apples and pears—and had all I could eat. In fact, I started having applesauce as soon as the apples, about the size of golf balls, started to drop.

Last year I planned a little better. More farming methods were put in and I found that they worked just as well, if not a little better, than some of our old methods of gardening. It is quite difficult to swing over to farming methods after years of working the other way. The whole approach is different and things are done at specific times or not at all. I found that the farming method gave a much healthier and more satisfactory result, that the continual fertilizing of plants had tended to weaken rather than strengthen them; so, like the farmer, I did the fertilizing when the seeds were planted and that was the end. I found that earlier and less frequent spraying made the plants more resistant. This was all experimental on my part and I watched the results with fear and trembling; but, on the whole, it was very satisfactory. I found that nature will do most of the work if left alone.

By 1946 I really was operating on an almost complete farm basis. I adopted an attitude toward annuals and the vegetables of "sink or swim, I have planted you." I had swiss chard—really enough to crow about. I pulled the carrots after the first frost and while they were tiny, they were delicious. I had more green beans, and the usual fruit. Everything was cleaned up spick and span in the fall; in fact, the garden, for the first time, looked as though it had been scrubbed.

I decided to use no more commercial fertilizer but to depend on humus from rotted leaves, weeds and grass trimmings, cow manure or sheep manure and cover crops turned under. So to start out right I dug to the depth of the spading fork and put lime in the vegetable garden, dug under sod in other parts of the garden and decided to put in a complete farming procedure for this year.

After three years of hard work I have brought the garden back to its old beauty. It looks like a new place with the old shrubs either cut out entirely or cut back so that they do not overshadow everything else.

Incidentally, I am turning to berry bushes instead of fruit trees since berries can be canned and jellied just as well as tree fruit and there is just as much variety as in the larger fruit. Bushes take up much less room also.

I can hear somebody saying: "Well, what do you do with holidays?" On holidays I loaf; I never do on a holiday anything I have mapped out for the Sunday following. There are not too many holidays during the summer anyway, and I enjoy those to the full.

All of which adds up to this: you can have a garden, and a big one at that, with just one day's work but *you have got to want to have it!* It is hard work but lots of fun; it is healthy; it is a real accomplishment and well worthwhile.

"Writing Is Fun"

THE CHICAGO COMMITTEE for the Hospitalized Veterans Writing Project is offering special prizes for hospitalized veterans to introduce a hobby that can occupy minds as well as hands and win funds as well as fun. This second annual national contest, sponsored by free lancers and editors, has the cooperation of the Chief of Recreation, Special Services, Veterans Administration, H. H. Holman, who is mailing the news to 150 hospitals, branch and regional offices. Veterans in other hospitals, librarians or Red Cross workers may receive complete rules by sending stamped, self-addressed envelopes to the above at 919 North Michigan Avenue, Chicago. Contests are open now.

In the hope of continued interest in writing as a hobby, each contestant will receive personal criticism, while those with special talent will be referred to market sources for free lance connections.

Writers' groups near Veterans Administration Hospitals are urged to carry on similar programs.

Golf Clubs

Their Selection and Use*

Ben Hogan

ALL GOLFERS ARE alike in one respect. They are always on the lookout for new clubs. That is why the average golfer never goes into a golf shop without feeling and testing almost every club he can put his hands on, even if he has no fault to find with the clubs he is using.

He just wants to be prepared for the day when his favorite clubs wear out or break. He won't feel so bad when that happens if he has the replacements in his locker.

In selecting clubs I always look for those which suit my swing. I've spent too long developing that swing to make any radical changes in it merely to fit a new club.

Maybe you'll get the idea of how important it is to get clubs which "feel" right if I recite a few of my own experiences looking for replacements. While playing in the Pro-Amateur Tournament, which preceded the 1947 Phoenix, Arizona, Open, I broke my favorite driver. I had used it constantly since 1937 and, during that time, I won more than my share of prize money with it. Although I am now using another driver I wouldn't say that as yet I have found a club which has replaced the old one in my affections.

The only comparison I can make of the difference between golf clubs is to say that playing with a new club is something like breaking in a new pair of shoes. However, I have found it a lot easier to find a new pair of shoes that I like than I have to find a new driver.

Long before I broke that driver I was looking for one that felt as good to me. I knew that it wasn't going to last forever because of the hard and constant use I give my clubs; but I wasn't lucky enough to find a replacement.

Any time I discuss clubs I am always asked, "How much does your driver weigh?" and "How long is it?" That is because most golfing fans are interested in learning how to drive for distance. And, for some reason, they think that the secret of how tournament golfers get such tremendous distances off the tee must be wrapped up in their drivers.

Making any set rule on the length or weight of the driver for you to use, without fitting it to your individual needs, would be an error. The old golf instructional theory used to be that a short man should use a short club and a tall man should use a long club, but students of the game have come to realize that the reverse is nearer to the correct theory. For instance, Bobby Cruickshank, who is only slightly more than five feet in height and is always referred to as "The Wee Scot," used a driver with a 44-inch shaft.

Manufacturers, however, have standardized the length and weight of clubs. The standard length

A golfer of consistent ability shares his secrets.

*Reprinted from *Power Golf*, by Ben Hogan. A. S. Barnes and Company, New York. Copyright 1948.

of the driver is 43 inches. The weight of my wood clubs is 14 ounces, but 13¼ to 13½ ounces seem to be a good weight for the average player.

In selecting your driver it would be foolish for you to pick a club with a lot of whip if you have a short fast backswing because you would have trouble controlling it. If you are older, and have a full slow swing, use a club with enough flex in the shaft so that you can feel the clubhead.

The weight of the clubhead should also be in relation to the flex of the shaft. If you have a stiff, heavy shaft your club has to have more weight in the clubhead in order for you to get the "feel" of the clubhead during the swing. The lighter and more flexible the shaft, the less weight needed in the clubhead.

In selecting and using your wood clubs it would be well to remember that sometimes a player can change clubheads without getting into difficulty but, generally speaking, he is asking for trouble when he changes the shafts. The reason is that the flex and the weight of all shafts are different and they have a direct effect on the swing.

In regard to the clubhead and its function, most golf fans don't realize that during the course of the ideal golf swing the clubhead is ahead of the shaft as you approach the ball. Until moving pictures showed exactly what was taking place, most people imagined that the clubhead was behind the shaft.

If there is any difference in the flex of the shaft from what you are accustomed to, no matter how slight, it can throw off your swing. Most hitters prefer stiff shafts to whippy ones. The fast swingers are not always the long hitters. Give a lot of consideration to the relationship of the flex of the shaft to your swing before you select wood clubs.

While iron clubs are turned out on precision machinery it is not always easy to find an iron that "feels" right. During the 1946 National Open Championship at the Canterbury Country Club in Cleveland, Ohio, for instance, my nine iron was lost. I've never been able to find a nine iron since which "feels" as good to me as my old one.

Putting is probably the least standardized phase of the game of golf and golfers are just as individual in the selection of their putters as they are in their styles of putting. More weird looking putters are sold at the average golf shop than any other type of club. Since putting is such an individual art, nobody has been able to prove that you can improve your efficiency by standardizing the instrument used.

As for my own preference in putters, I am always on the lookout for one that sets straight away. They're not as easy to find as you might imagine. In fact, I haven't seen more than five putters in my life that, when examined closely, weren't hooked.

Lest you begin to suspect that I am a bit of an old woman about my clubs let me say that club "feel" was even important to Bobby Jones. Upon his retirement the clubs that Jones had used in winning his many championships were tested scientifically for center of gravity, moments of inertia, and the like. Bobby's clubs, which were hickory shafted and which he laboriously acquired one by one over the years, were actually a perfect match with the exception of his mashie niblick, which would be known as the eight iron today.

"I always had trouble with that club," was Jones' comment when informed of the result of the laboratory tests.

Now that you have some idea of what to look for in selecting your clubs, let's give some consideration to what club to use when faced with a shot. Naturally, this is governed to some extent by individual ability, but there are certain things which I can tell you here which will be of help.

Your club selection for a shot should be governed by the amount of loft required in the flight of the ball and the distance it is to travel. The more loft to the clubface the easier it is to hit a straight ball.

The amount of confidence you have in your ability to play a particular club should be given some consideration when you are selecting a club to make a shot which appears to be difficult. You can substitute a club you favor for the correct club to be used on a particular shot only if your favorite is quite similar to the correct club in the loft of its clubface.

When addressing the ball make sure that the clubhead is resting with its entire bottom surface on the ground. Also check to make sure that the bottom edge of the clubface is at right angles to the intended line of flight. In order to play any shot correctly, the lie of the clubhead must be entirely on the ground and yet permit you to take up a comfortable position as you stand up to the ball. If it doesn't, your whole swing will be off or the clubface may be twisted out of its proper striking position at the moment of contact.

In selecting any club to make a shot it is well to have an idea of its relation to the distance confronting you. Of course, no matter whether you are using woods or irons, no two players will necessarily use precisely the same club for precisely the same distance.

That's because there is a matter of personal ad-

justment which comes into play. The particular range of any club should be adapted to suit the strength of the player. Then, again, some players have a tendency to loft the ball more easily than others. In which case they will use a longer iron to get the same distance as the player who doesn't get as much loft.

From:	*Regular*	*Maximum*	*Minimum*
Driver	265	300	235
Brassie	250	270	220
Three Wood	235	250	210
Four Wood	220	230	200
One Iron	195	220	185
Two Iron	185	210	175
Three Iron	175	200	165
Four Iron	165	190	155
Five Iron	155	180	145
Six Iron	145	170	135
Seven Iron	135	160	125
Eight Iron	125	150	115
Nine Iron	115	140	105
Wedge Pitch	50 in	105	in to green
Wedge Sand	25	40	in to green

The preceding table is my graded list of distances for the various clubs. You will have to find your own distances, of course, but I have graded my clubs according to regular, maximum, and minimum distances to give you some idea of the ratio between clubs.

Naturally, weather conditions will alter all maximums and minimums. These gradings are based on ideal weather conditions, but heavier air will make it more difficult for you to get distance. On a heavy day subtract approximately ten yards from each club.

Another factor to be considered is the condition of the fairways. Hard fairways will give the ball more roll. Soft fairways will stop it from rolling.

If there is one club in the bag neglected by novices and duffers, it is the sand wedge. In fact, most novices don't carry a sand wedge at all.

That ignorance of the value of a sand wedge probably isn't as strange as it seems to be. Dai Rees and Charley Ward, the two English professionals who played in our tournaments during the winter of 1946-1947, marveled at the way American professionals have mastered the use of the sand wedge. They said that if they hadn't learned anything else during their tour, the trip was worthwhile just because of what they learned about using this club.

"Most English players don't even use the sand wedge," said Rees when I talked about it with him. "They don't know its value."

Too bad they don't, however, because a sand wedge, if one will take the trouble to learn how to use it, can be the most useful club in the kit.

In power golf, the speed and momentum of the club carry player to a full finish.

Even when a duffer does buy a sand wedge he usually buys the wrong kind. He should select a sand wedge with a wide flange on the sole of the club. This flange on the underside of the clubhead prevents the blade from digging into the ground too deeply.

When you set the club down on a flat surface the flange should be at an angle so that the back of the flange will hold the leading edge of the face of the club up off the surface approximately one quarter of an inch.

Most golfers don't realize that use of the sand wedge is not restricted to sand traps or bunkers. It is ideal, for instance, to use on pitch shots.

In using the sand wedge to make a pitch shot all you have to do is to hit a little back of the ball. This club is fine for pitch shots because the blade has plenty of loft and the flange prevents the club blade from digging into the ground. When this shot is gauged correctly and hit properly, the ball should fly right up and give you the correct loft for a pitch shot to the green.

Experiment with this club a little to find what your maximum distance with it is. After you have determined your maximum you can go ahead and start using it for all pitch shots from your maximum distance right on in to the green.

Furthermore, it is an ideal club to use when you want the ball to stop suddenly after it lands. In order to get the most efficient use out of this club, however, you must spend a little time prac-

ticing with it. But it's worth it as proficiency with the sand wedge will pay dividends.

While the United States Golf Association restricts the number of clubs to fourteen, most professionals use sixteen in all tournaments except USGA sponsored events and the Masters' Tournament, which is also a fourteen club affair. When I compete in a tournament in which the number of clubs is restricted, I make my selection on the basis of the clubs which will be the most useful to me during that particular tournament.

For instance, during the 1947 Masters' Tournament at Augusta, Georgia, I left my double duty niblick in my locker. But before the tournament I spent a good deal of time practicing chipping with my sand wedge in order to make up for the absence of that particular club from my bag.

In conclusion, let me say that you'll strengthen your game considerably if you become more familiar with all of the clubs in your bag. No matter what situation confronts you during the course of a round you will at least know what club to use, if you know what each club is for, and how it should be played.

Service *in Tennis**

It is demoralizing to the opponent to know that he is facing a regularly powerful service . . .

HELEN HULL JACOBS

BECAUSE THE SERVICE is your means of putting the ball in play; because by its strength or its weakness you either begin a point with the upper hand or on the defensive, it is one of the most important strokes in the game. You want to develop a service that gives you the most power with the least effort. The best service is that which you can make with consistent moderate speed and pace throughout a match, yet one which can pound out an ace occasionally, or at least make considerable trouble for the receiver. I remember a match I played against Mrs. Holcroft Watson, the English Wightman Cup player, in 1928. She was a steady, hard-hitter off the ground and I was getting very tired from my long backcourt exchanges with her. Finally it came to my serve and 5-4 in the final set. I felt that I couldn't survive another long rallying game with her so I decided to put everything I had into my serve. I served three aces for forty-love and had saved myself enough energy by then to win the following point after a long exchange. Had I tried to serve this fast throughout the match, in all probability I should not have been able to summon the strength at the end to serve those aces.

It is demoralizing to the opponent to know that he is facing a regularly powerful service. Realizing how difficult it is to break that service, he will expend any amount of energy to hold his own. There is the additional worry for him that the server will go to the net, when he chooses, behind a fast delivery, forcing him to make a passing shot or an effective lob, and this, alone, puts him under a strain. But if you always hit your service as hard as possible, you not only take an unnecessary risk and expend too much energy; you permit your opponent the opportunity to get used to it. The value of Tilden's "cannonball" service was that it generally followed a series of moderately paced serves. Or, sometimes, he would hit a high-bouncing service and follow it by a "cannonball." If you watched Donald Budge serve throughout a match, you would be surprised to realize how seldom he hits for an ace. When he badly needs a point, yes, or when his opponent is moving up on his service. You would realize the same thing in watching Alice Marble serve. She is far more effective when she serves her moderately paced service than when she tries for an ace, for the percentage of ins on her hard first service is small,

*Reprinted from *Tennis*, by Helen Hull Jacobs. Copyright, 1941, by A. S. Barnes and Company, Incorporated, New York.

and during a long match her flat serve seems to take a good deal of energy. She can be devastating when she chooses the psychological moment for her "cannonball."

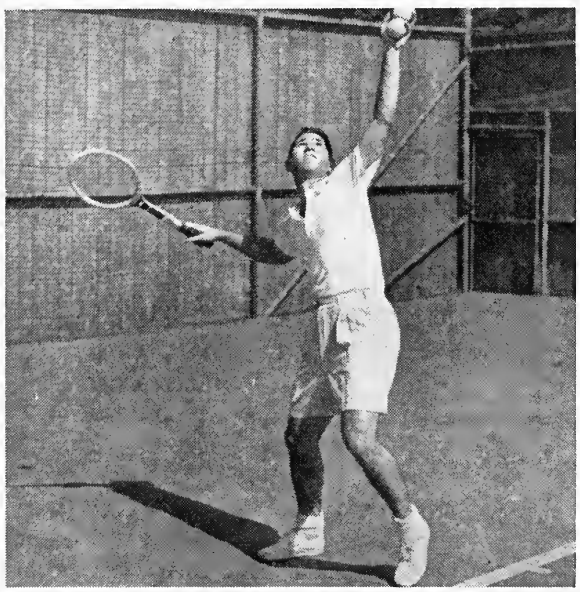
Let us study the mechanics of the service. For this stroke, I use the Continental grip which gives greater flexibility to the wrist; and *it is the action of the wrist, as well as the arm, that determines whether the serve will be hit flat, or with over-spin, or with side-spin.* I take up a position on the baseline with my left foot two or three inches behind the line and at approximately a forty-five degree angle to the net. I place my right foot about a pace behind the left with my heels on a line. My right foot is almost parallel to the net, perhaps turned in just a trifle. I am standing with my body sideways to the net and my shoulders turned in the direction I am going to serve. As I prepare to serve, I hold the balls and the racket just in front of my waist on the left side. Now, the important thing is to throw the ball up to such a height that I will be able to hit it with a fully extended left arm and in such a position, slightly in front of my left foot, that I can throw my weight into the stroke. It is absolutely essential to master the art of throwing the ball up straight. For a long time I thought I threw the ball up straight until it was pointed out to me that I threw it well behind my left shoulder. Obviously, from this point, I could not get my body into the serve and my stroke lost power accordingly.

As you throw the ball up, you do two things: one, your right arm drops in the beginning of the swing until it is fully extended behind your right leg; two, your body-weight shifts back to the right foot, your left knee bending to accommodate this shift. The racket does not pause in this downward movement, but continues from there in a semi-circular motion to a position behind the head. At this point the body has turned well sideways as well as bent backwards to accommodate the motion of the arm. The forearm is horizontal with the ground. Again, without a break in the rhythm, the forward motion commences and your body begins its turn back toward the left. You raise yourself on your left toe to reach the maximum height at the moment of impact, for what you actually want to do is to hit down on the ball, rather than to hit out at it. Just as you hit the ball, the racket head inclines forward, your body-weight bends forward, and your right foot, having been raised from the ground by the forward and sideward bending of your body, swings forward to a position almost opposite your left foot. After impact, the follow-through begins, bringing the arm and racket down across the body. Your weight then falls upon the right foot which has come to rest slightly in front of your left foot.

Now let us go back over the various stages of this stroke. You want to gather as much momentum as possible for the moment of impact between ball and racket, which is the reason for dropping the arm to the fully extended position before beginning the upward swing. The principle involved in the transfer of weight from the left to the right foot as the stroke is begun is exactly the same as in the forehand and backhand drives. *You cannot throw your weight into a shot unless it is previously resting on the back foot.* In addition to this, the playing arm naturally draws the body around with it, and as the arm swings back of the head, it would be awkward indeed not to bend backwards to relieve the strain of the position. At the moment when the arm begins to swing the racket forward, the body, again naturally, must move forward with it, but it moves forward almost solely from the hips up, the position of the trunk being approximately at a sixty degree angle to the ground as regards its sideward inclination.

The forward inclination of the racket head brings the ball into court, and can be regulated according to whether your serves are going in or out. If they are going out, you probably need to incline the racket head more; if they are going into the net, you probably ought to incline it forward less. But there is another factor that affects the accuracy of the service and this is the toss of the ball. If you throw it too high, you are going to hit it either at the very top of the

Bobby Riggs turns his body sideways as well as backwards; shifts weight to right foot, bending left knee.



strings or on the wood. In any case, it is not going to be affected by the inclination of the head and will probably go out. If you throw it too low, you will probably hit too much on top of the ball and it will go into the net. Practice the throw until you can toss the ball to a point where your fully extended arm enables you to meet the ball in the center of the racket face as the trunk is inclining forward. This applies to the flat service which has the greatest possible speed and pace.

There are, as well, the top-spin or American twist, and the sliced services. The same footwork, body-balance and shifting of the weight which apply to the flat service apply to the other two services. The only difference is that the racket face meets the ball at a different angle, and, to facilitate this change of angle, the ball is thrown up to a different position.

1. *The top-spin service* is made by throwing the ball up to the same height as for the flat service, but more to the left, approximately above the left shoulder. As the racket swings up to meet the ball, the upper edge of the frame is tilted slightly forward. The strings strike the ball just below its center and move sharply across and up the back surface. This action of the racket causes the ball to spin rapidly forward on an imaginary diagonal axis, the result being that when the ball hits the court it takes a high hop to the receiver's left. It is chiefly the wrist which whips the racket face up and across the ball in this way, although the arm, too, plays its part. The follow-through ends with the racket face well above and to the right of the point of contact. This service is particularly useful in forcing the receiver back on the baseline, and in obliging him to make a defensive return. Even if the receiver moves in to take the high-bouncing service on the rise, he cannot make a very aggressive return because of the exaggerated overspin affecting the ball's bounce. This serve, placed to the receiver's backhand, is a good shot behind which to come to the net, for, even taken on the rise, it forces the player out of court when served into the left court, and into an extremely awkward position in mid-court when served into the right court. It is a very effective and reliable second service to develop, offering a striking and disconcerting change from the first flat service.

2. *The sliced service* is made by throwing the ball slightly lower than for the flat serve and more to the right so that the racket face can move down and across the outside surface of the ball. This service, after striking the ground, bounds low and sharply out to the receiver's right, and the tendency of the ball is to slide off the receiver's racket unless he is patient enough to wait before hitting until the spin of the ball is less pronounced. A slice, for this reason, is one shot that cannot be hit on the rise, being consequently a useful shot behind which to approach the net. It is a shot that involves so much risk if the receiver attempts a return down the line, that the crosscourt return can be safely anticipated. It is more valuable when served into the right than the left court. From the left court, the receiver, drawn by the bounce of the ball to mid-court can more easily return the ball to either side. The sliced service is an advisable variation of the deliveries to learn. Any change of pace and depth and spin which will enable you to keep your opponent guessing will help you to start your service games with the upper hand.

Remember that it is just as important to watch the ball on the service as on the groundstrokes, and that rhythm plays just as great a part in successful serving as in driving. *Bear two things constantly in mind when practicing the serve: do not break the motion of arm and racket by pausing at either downswing or backswing; and throw ball up high enough so that when you hit it at the top of its bounce (not when it is going up or coming down!) your arm is fully extended.* By concentrating on these two things you will avoid a cramped serving action and you will hit the ball where you can put most power into it.

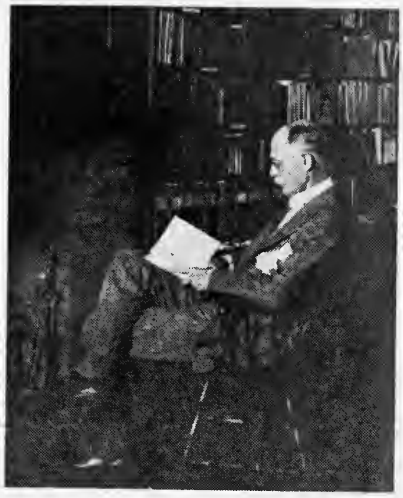
Report From Jackson's Mill

DURING THE National Conference of Undergraduate Professional Preparation for Health Education, Physical Education and Recreation, held at Jackson's Mill, West Virginia, May 16-28, attention was focused on the two major purposes of the conference. These were: 1) to develop recommended programs of professional preparation for teachers and leaders in health education, physical education and recreation; 2) to develop suggested standards to serve as guides for institutions engaged in the professional preparation of personnel in the three fields, relating to staff, curricula, facilities, resource materials, selection of students, introduction of students into professional responsibilities and placement.

The conference was sponsored by a number of professional organizations and agencies, including the National Recreation Association, and financed by the Athletic Institute. Plans were under supervision of a Steering Committee of representatives from the various interested organizations.

"To forget would be to lose . . ."

Joseph Lee and "Play"*



Joseph Lee Day—July 30, 1948

JOSEPH LEE'S CONTRIBUTION to our age has been discussed often and is familiar to everyone. However, as the years go by, it also will be well to hold to the memory of his warm, play-loving personality; for to forget it would be to lose the rare, personal part of that contribution which sets a salutary example for us all. Much of Joseph Lee's service to his fellows consisted of sharing with them his own abundant zest for living.

A cousin, Mary Lee, wrote of him: "Those of us who knew him as an older relative, or as the father of our friends, had a very special feeling about Joseph Lee. We knew he was a distinguished citizen—the aura of greatness always hung about him—but to us his public achievement did not matter. What mattered was that here was a Grown-Up who nevertheless loved to come out with us and do things, and who did things with a vim and an enthusiasm that carried us all along. To us he was an Opener of Gates.

"I can see him in a small clearing in the Adirondack forest—a smooth, green place—surrounded by a group of children, his own and others, dancing *The Farmer in the Dell* or *Roman Soldiers,* coats off and pigtails flying. When others would have tired, it was his enthusiasm that kept on thinking of one tune after another, till the feet of even the shy ones were happily thumping the soft, cow-munched turf . . .

"Or I see him, in the early winter, skating joyously on the first black ice on Hammond's Pond, and later in the winter on the river. Some bright, clear February morning one would be called up by one of his children, told that 'Pa' had decided to go river-skating, and would you come, and if you had something to do, would you please give it up and come anyway, because river-skating was important and you couldn't do it every day in the year—and you gave it up and you came . . .

"I see him arrive at a winter house-party in New Hampshire, and right after supper disappear out the door into the darkness, to be discovered an hour later by his lazy youngers ardently coasting, all by himself in the dim moonlight, steering his sled after the manner of his boyhood by jerking the runners and plowing the toes of his best Boston boots into the icy roadway. I can hear him telling, with the enthusiasm of a boy ten—he was then over sixty—how he had missed the water-box at the corner by just one inch the last time . . .

"He was an artist of great enthusiasm and no little skill. He could paint pictures in words, and he was always trying to paint pictures with real paints . . . I can hear him asking that lunch be put off for an hour because he was just going out sketching and he was sure he could not get the color of that grey stump in just one hour, and yet he could not bear to miss lunching with the crowd."†

Joseph Lee always thought of conversation as a very important form of recreation. It was so easy for him to talk about *Alice in Wonderland,* about Jane Austen and about all of the books that were dear to him . . . So much of his power in conversation came from his reading, which he had so thoroughly digested that it had become a part of himself and was almost forgotten . . .

Reading aloud had a very important place in the Lee household . . . There were dramatizations in the parlor in the Boston home and out-of-doors at Cohasset in summer . . . One could not help feeling the richness of play life which Joseph Lee and Mrs. Lee opened up to their children . . .

*Based on material in the December 1937 issue of RECREATION. †From a letter originally published in the *Boston Evening Transcript.*

The intelligent planning of this large junior high school playground facilitates diversified multiple use.

Expensive, badly placed apparatus limits the usefulness of this inadequately planned school playground.

Standards for Municipa

Recreation Areas

George D. Butler

THE IMPORTANCE OF acquiring and developing properly located areas of suitable size to serve certain recreation functions was pointed out early in the twentieth century by a few leaders in city planning. The growth of cities and of public interest in recreation created a need for additional properties. As municipal recreation programs expanded in number and diversity, there arose a demand for several types of areas, each designed to serve one or more specific uses. Standards for these recreation areas were proposed from time to time by park, school, recreation and city planning authorities. Many such standards, though satisfactory at the time they were developed, have long since been discarded as inadequate to meet expanding needs.

Varying local conditions—topography, climate, population density, wealth and other factors—influence the amount and types of recreation space that are required or that are possible of attainment in a particular city or neighborhood. Nevertheless, the basic recreation needs of people in most communities are similar. Consequently, standards for recreation areas and facilities designed to meet these needs are generally applicable, except in resort cities and other localities where abnormal conditions are present.

The statement which follows summarizes standards for municipal recreation areas proposed by national agencies, local planning and recreation authorities and professional planners. Most of these standards have been proposed during the past decade and they fairly represent current opinions as to desirable municipal recreation space. A brief bibliography of the sources mentioned appears at the end of this article.

Some of the differences in opinion noted here occur because of the fact that whereas most of the standards represent estimates of the space required to meet the basic recreation needs of people in a city or neighborhood, others are primarily an estimate of the space that can reasonably be provided by a city in view of the limitations often imposed by existing urban conditions. A few of the proposals are recommendations which were made several years ago by recognized authorities, and have subsequently been revised after having proved inadequate.

The standards proposed by the National Recreation Association have been widely quoted and adopted. They have been used by many planning agencies and professional planners; they were incorporated practically without change in the publications issued by the Recreation Division of the Federal Security Agency, and, according to the Twentieth Century Fund's report *America's Needs and Resources,* "are generally accepted." These standards have been revised or modified from time to time in the light of changing conditions and experience in their use. Unfortunately, some of the Association's earlier standards, which are no longer considered adequate, continue to be quoted and used as though they were still in effect.

Standards, it should be kept in mind, can never be applied completely or without modification, because a typical or ideal situation is never found in a city. They need to be adjusted in the light of the conditions, needs, and resources of each individual locality. Standards are designed to indicate a norm or a point of departure; as such they afford a basis for the intelligent development of local plans. Standards also need to be reviewed and appraised from time to time and to be modified whenever changing conditions make revisions necessary.

Total Recreation Space

The basic standard relates to the total amount of open space that should be provided in a city. The proposal that at least one acre of recreation space should be set aside for every 100 of the present and estimated future population has been more widely accepted than any other standard. It is generally defined as applying only to recreation areas located within or immediately adjacent to the city, and not to outlying parks. This basic standard has been proposed by such agencies as the National Resources Board, the National Recreation Association, the National Park Service and the Federal Security Agency. A Committee on City Planning of the American Institute of Park Executives, in a questionnaire inquiry in 1942, found that all the authorities whose opinion was sought on the question agreed that ten acres of park land should be provided for each 1,000 of the population.

This standard has long been used as a basis for overall city plans. The Chicago Regional Planning Association, the New Jersey State Planning Board, the Regional Planning Association of the Philadelphia Tri-State District, the Detroit City Plan Commission, the Milwaukee County Regional

Planning Department and the Rhode Island State Planning Board—to name only a few—have recommended its use. Almost without exception, city planners have accepted it as a criterion for municipal park and recreation plans.

The desirability of providing even more than an acre for 100 of the population has been pointed out on many occasions. The late Charles H. Cheney, consultant in city planning, recommended to the first International Recreation Congress in 1932 that there should be at least one acre of recreation area in each city or region for each fifty of the estimated population. The National Park Service has stated that more than one acre per 100 is needed in towns and small cities. In its report, "Recreational Use of Land in the United States," issued by the National Resources Board in 1938, the Service recommended the following provision for park acreage in communities under 8,000:

Population	*Park Acreage*
5,000 to 8,000	One acre to every 75 inhabitants
2 500 to 5,000	One acre to every 60 inhabitants
1,000 to 2,500	One acre to every 50 inhabitants
Under 1,000	One acre to every 40 inhabitants

In commenting on the suggested standard of one acre of recreation area for every 100 inhabitants in cities above 8,000, the report stated: "This ratio should be higher for all or part of the group comprising cities from 10,000 to 25,000 if those cities are to provide for themselves the different desirable types of recreation areas." It further stated: "The preservation of natural topographic features—water fronts, rugged terrain and stream valleys—should be done on a generous scale, even though the result may be that the total gross area of recreation space within the city may become as high as one acre to every fifty of its inhabitants."

A large number of cities already have more recreation space than is called for in the standard, and some of these are planning to acquire additional acreage. For example, in a report entitled "Tacoma—The City We Build," it is pointed out that the recommendations for park areas are "in line with the present (1944) Tacoma population ratio of 1.5 acres per 100."

Only in the case of large, densely built up cities has any modification of this general standard been suggested, and such modification has been proposed not because of desirability, but of necessity. In its preliminary report, a Committee on Park and Recreation Standards of the American Society of Planning Officials referred to the standard of one acre per 100 as being most commonly accepted, but expressed the opinion that it was not practical of attainment in the larger or more densely populated cities. The Committee suggested that possibly one acre to 200 people was reasonable in cities above 500,000, and one acre to 300 or more in cities above 1,000,000. Development of large outlying properties, it was pointed out, would help meet the recognized deficiency in the larger cities. This variation from the general standard has been adopted in Cleveland, for example, where the City Planning Commission recognizes a standard of one acre per 200 population.

The Area Percentage Standard

Percentage of a city's total area has also been suggested as a basis for a recreation space standard. The proposal has frequently been made that ten per cent of the city's area be set aside for recreation. This standard, used alone, is unsatisfactory, however, because it is unrelated to the density or total number of the local population. Space requirements estimated on the percentage standard closely appropriate those based on population only in a city where the average density of population is about ten per gross acre; in the large number of cities where the population is much greater, the application of this proposed standard fails to meet basic recreation needs. The percentage standard may serve as a supplementary check on the population standard but, as pointed out by the Committee of the American Society of Planning Officials, mentioned above, the one based on population is likely to be more applicable. The Committee indicated, however, that the standard of ten per cent of the area, applying to parks within, or adjacent to, the built-up area was satisfactory for the average city up to about 500,000 with a population of about ten per acre.

In several cities, proposals relating to population have indicated that at least ten per cent of the gross area of the city or neighborhood be used for recreation. In others, this ratio has been exceeded. A report, entitled "Urban Planning and Land Policies," issued by the National Resources Committee, includes an analysis of the open spaces provided in twenty-nine planned communities. It discloses that those communities allot, within themselves, approximately one sixth of the planned area for some form of recreation and open space, or far in excess of the ten per cent standard.

Composition of the Total Acreage

Total acreage alone does not indicate the adequacy of a city's recreation areas, because the recreation needs of the people can be met only as properties of proper size, location and development are available. Several types of areas have been

developed to meet these various needs, and their characteristics are described later in this statement. Some of them, such as the neighborhood playground, playfield, portions of the large recreation park and several special-use areas, serve primarily for active or organized recreation use. Others, such as the neighborhood park and reservation, are designed for informal use and are often left largely in their natural state.

A number of suggestions have been made as to the general distribution of the city's total open space between areas designed to serve major functions. The National Resources Planning Board, for example, stated that play areas of various types would comprise thirty to fifty per cent of the city's total recreation acreage. The National Park Service has indicated that a similar percentage "for active recreation use" is desirable. The Chicago Regional Planning Association suggests that approximately thirty per cent be devoted to "playground purposes." The Cleveland City Planning Commission (with its modified total space standard) suggests that forty to fifty per cent of the recreation area within, or closely adjoining, the city limits be devoted to active use. It also suggests that three-and-one-half acres in playgrounds, playfields, and neighborhood parks be provided for each 1,000 people. About twenty to thirty per cent of the city's total park area should be in playgrounds and playfields, according to the Committee of the American Society of Planning Officials; twenty-five per cent, according to the National Recreation Association. The Cincinnati City Plan Commission recommends that three acres in these three types of properties be provided for each 1,000 persons.

Neighborhood Areas

Total space standards applied only to residential neighborhoods have also been suggested. The Committee on the Hygiene of Housing of the American Public Health Association in its report, "Planning the Neighborhood," recommends that neighborhood playgrounds and parks totaling between 2.40 and 4.75 acres should be provided for each 1,000 of the population. This amount would represent approximately from one-fourth to one-half the city's total recreation space. Similarly, the Cleveland Regional Planning Association, referring to neighborhood recreation areas, recommends passive and active recreation space for all ages of one acre for every 200 persons, with a minimum provision of one acre per 400 or at least ten per cent of the neighborhood area.

These suggestions for residential neighborhoods imply that the balance of the city's open space would be in properties that serve larger geographical districts or the entire city.

Additional Regional Properties

Areas within the city cannot furnish all the forms of recreation that are desirable for city dwellers. Since some activities require larger areas than are available within the city, supplementary areas are needed in the surrounding region. The most frequent proposal for such areas is that one acre be set aside for each 100 of the population of the city and surrounding region. The Philadelphia Tri-State planning group recommends one acre per 100 in outlying regional properties in addition to one acre per 100 in municipal parks; a similar standard is indicated by the Rhode Island State Planning Board. The City Planning Commission of Cleveland recommends that, in addition to the properties within the city, there should be one acre per 100 population of outlying parkways, reservations and other properties. "Thus the entire metropolitan area requires one acre for sixty-six population or one and one-half acres per 100 population." The National Park Service has suggested that the ultimate standard ratio of recreation areas to population in county recreation systems should and likely will be far higher than the basic standard of one acre to every 100 persons in city systems.

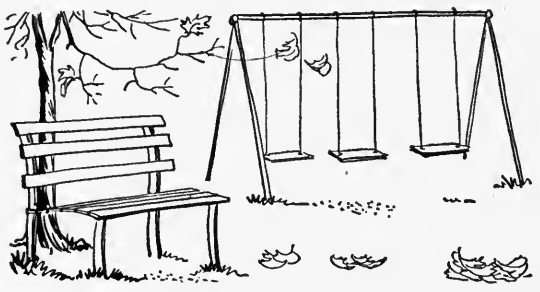
Standards for Specific Areas

The modern municipal park and recreation system is composed of several types of properties differing in function, size, location, service area and development. In general, these properties can be divided into two types—those required in all residential neighborhoods or readily accessible from them, and those serving a large section of the city or the entire city. In the former group are the neighborhood playground, playfield and neighborhood park; the latter group includes the large recreation park, reservation, parkway and special recreation areas. Several types of properties, such as the playground and playfield, are of such a

nature that fairly definite standards can be developed for them; others, in which varied topography and natural features are a primary consideration, cannot easily be related to specific standards.

Most areas can be classified readily according to type, although two or more types of properties are sometimes combined in a single area. Often a section of a neighborhood park is developed as a children's playground; a playfield and a neighborhood park are combined in a single playfield-park, or a section of a large park is developed as a playfield. Increasingly, neighborhood areas are designed as a combined playground-park and elementary school site. In such combinations it is important that the essential features of the respective units be included in the overall plan for the area.

The following are suggested standards for the major types of properties comprising a municipal recreation system and a brief listing of their chief characteristics.



The Play Lot

The play lot is a small area intended for the use of children of pre-school age. It is essentially a substitute for the individual backyard and is needed only in residential neighborhoods without individual backyards. It is found primarily in apartment or tenement districts or as a part of large scale housing developments. The play lot is not generally considered an essential part of the municipal recreation system; provision of areas of this type is primarily a responsibility of the public or private housing agency.

Size. Recommended space for the play lot varies from 1,500 to 10,000 square feet, with 2,400 to 5,000 square feet recommended by most authorities. The suggestion has been made that from forty to seventy-five square feet should be provided for each child. In neighborhoods where children up to eight years of age are to be cared for on the play lot, more than 5,000 square feet are required.

Location. Play lots should be placed within a block or super-block or near the center of one or more units of a multiple-family housing development. Children should not be required to cross a street in order to reach one of these areas. Cincinnati alone suggests as high a maximum service radius as one quarter mile.

Features. Desirable features are:

A few pieces of simple, safe apparatus such as chair swings, sand box and regular swings, slide and climbing apparatus suitable for young children.

One or more play houses.

Open space for running and circle games, preferably turf.

Concrete walk or paved area for wheeled toys.

Benches for mothers and space for baby carriages.

The play lot should be surrounded by a low fence or hedge, and shade trees are desirable.

The Neighborhood Playground

The neighborhood playground is an area which serves the primary play needs of children from five to fifteen years of age, and also affords limited opportunities for the entire neighborhood population. It was long considered exclusively a children's area and its space requirements, location and facilities were determined largely by the recreation needs of the age group six to fourteen inclusive. In recent years, however, its use by young people and adults has made it increasingly a center for the play life of the neighborhood. The playground is still the chief center of outdoor play for the children, but now it also affords limited opportunities for informal recreation for young people and adults. It has become a center where the people of the neighborhood can find recreation and relaxation with their families, neighbors and friends. The enlarged conception of the playground's function has made necessary a revision in the previous standards relating to children's playgrounds.

Size. Suggested standards for the neighborhood playground recommended by the various authorities provide for areas varying in size from a minimum of two acres to a maximum of seven or eight acres. Cleveland, Los Angeles, and Tacoma suggest from three to seven acres; Cincinnati, five to seven acres; the American Society of Planning Officials, three to five acres; Chicago, two and five-tenths to six acres; Kansas City, a five-acre minimum; and Dallas, a standard of five acres. Detroit suggests a standard of five to seven acres for its central playground without a school and a six to eight-acre site if it is to include a school building.

The variation in minimum and maximum suggested sizes is explained in part by the fact that the space requirements for the playground vary, although not directly, with the population of the neighborhood to be served. The National Recreation Association recommends the following sizes for playgrounds to serve neighborhoods of different population:

Population of Neighborhood	*Size of Playground Needed*
2,000	3.25 acres
3,000	4.00 acres
4,000	5.00 acres
5,000	6.00 acres

The same space standards have been adopted by the Recreation Division of the Federal Security Agency and the American Public Health Association.

Many authorities have suggested the total amount of playground space that should be provided for a city as a whole. One acre per 800 population is recommended by the National Recreation Association and a number of others; a few have suggested as a standard, one acre per 1,000 of the total population.*

Playground space standards have occasionally been expressed in terms of square feet per child using the playground or living in the neighborhood, but this basis for determining space requirements is unsatisfactory and is rarely used today.

According to one widely quoted recommendation, a city should provide twenty-five square feet of playground space for each child of elementary and junior high school age in the neighborhood, and the playgrounds should be five acres in size. The inconsistency of this standard is apparent when applied because, according to it, one five-acre playground would care for 8,712 children, or the child population in a city of more than 40,000.

Location. The ideal location for the neighborhood playground is as near as possible to the center of the residential neighborhood to be served. A desirable location in most cases is at, or adjoining, the elementary school site. Location of the playground along streets with heavy traffic or near railroads, industrial sites, other natural or man-made barriers, or non-residential areas should be avoided, wherever possible.

There is widespread agreement that there should be a playground within from one-quarter to one-half mile of every home. In densely built-up neighborhoods, or where traffic hazards would otherwise affect use of the playground, the shorter minimum should apply; in less congested neighborhoods with relatively little traffic, people can be expected to walk as far as one half-mile to reach a playground. In cities such as Chicago, Cleveland and Cincinnati the suggested service radius is from one-quarter to three-eighths of a mile; the last named city suggests one-half mile in low density areas. The National Park Service recommends the adoption of a one-quarter mile radius; the National Resources Planning Board states that there should be a playground within not more than a quarter of a mile of all children. Another authority suggests that the playground should be within a five minute walk of every home. In Dallas alone, of the materials studied, it is suggested that the half-mile radius may be exceeded.

Various suggestions have been made as to the size of neighborhoods which a playground should serve. As a rule, if a neighborhood has much more than 5,000 population, it is generally preferable to develop more than one playground to serve it because of the difficulty in acquiring a sufficiently large playground site to serve the entire neighborhood. Besides, two adequate playgrounds, properly located, are likely to be used more than one larger single central area.

Features. The playground should provide most of the following features:

A corner for pre-school children.

Apparatus area for older children.

Open space for informal games and play activities.

Paved area for court games such as tennis, handball, paddle tennis, shuffleboard, volleyball, and for roller skating.

Field for games such as softball and modified soccer, touch football, mass games and play days.

Shaded area for storytelling, crafts, dramatics and quiet games.

Shelter house with club room.

Wading pool.

Shaded corner for table games and other activities for older people.

Landscape features, with perhaps space for gardens.

As a rule, the playground should be fenced and its facilities lighted for evening use.

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* For a number of years one acre per 1,000 was recommended by the National Recreation Association as a standard for children's playground areas in a city. There is evidence that a number of the authorities who suggest this provision for neighborhood playground space are using the Association's former standards. Similarly, some of the recommendations as to the size of the neighborhood playground are clearly based upon the standards for the children's playground originally developed by the Association.

To be continued in the August issue of RECREATION. *Next installment covers Elementary School Sites, Junior Playgrounds, The Playfield, The Neighborhood Park, Large Recreation Park, Special Recreation Areas, The Parkway, and others.*

The Play's The Thing

Robert L. Dishon

"THE PLAY'S THE thing wherein I'll catch the conscience of the king," said Hamlet craftily.

And the play's the thing that has captured the fancy of a group of students and faculty members at Ohio University at Athens, resulting in bi-monthly, informal gatherings at the home of Charles Allen Smart, professor and writer—to read plays. There, for the past year and half, they have spoken with gusto the words of Othello, laughed with Capek, Noel Coward and Molière.

"This gathering gives students a feeling that faculty members can have pleasure with them outside of attending dances and other social affairs," says Mr. Smart.

It all started last year when some of the students asked Mr. Smart and his fellow professor, Paul Kendall, about the possibility of reading Hamlet. Interest in such a project came about as the result of an English class in the University.

Therefore, when Miss Winifred Lenihan, former head of the New York Theater Guild School of Acting, visited the University last fall, she was asked to help them show a group of students that a play only lives when it is produced or, at least, read. The New York actress, who made her stage debut in "The Bethrothal" in 1918 and created the role of Saint Joan in George Bernard Shaw's play of that name, obligingly agreed to read Hamlet with Mr. Smart's group. That was all it took. Since that first enthusiastic meeting, the group has met regularly.

Generally, during the discussion that follows the end of a reading, the students suggest what other plays they would like to read. Sometime soon the group expects to read an original play by one of its own members.

During one informal discussion, an impromptu melodrama was suggested. Everyone tossed in ideas and shortly a plot was worked out. Each character was compelled to think up his own dialogue as the play developed and, without shyness or self-consciousness, the group turned the melodrama into a riot of laughs.

A Fable . . . . .

ONCE UPON A TIME there was an ambitious play director who went to Manhattan for a week to see how the professionals did it. Between sandwiches at Horn and Hardart's, he saw the five "hits" that were current at the old theatres a short distance from Broadway. (As any ambitious play director knows, there are few legitimate productions on Broadway. The Great White Way devotes itself to movies, hot dogs, and glasses of orange juice.) Determined to capitalize on the names of the popular plays he *had* seen, he returned to his converted barn or ex-stable and gave the five as he thought he had remembered them. He didn't have the actors or any reasonable facsimilies; he didn't have the lavish sets; but he did have a goodly supply of naivete. He laid five eggs.

Once upon a time there was a crafty play director. He didn't have enough money to buy a train ticket to New York. So he borrowed a lead pencil and a sheet of paper from a prosperous friend. He put down the names of all the clerks, college students, steel workers, and truck drivers he thought he could lure into the strange business of acting. Then he went to the public library and read plays until Shakespeare and George S. Kaufman held no more mysteries for him. He pondered the list of potential actors and, slowly, they came to life. He saw each of them in one role after another. When he saw a well-knit group of them in one particular play, he selected it. This director was not "successful." Broadway never heard of him, and it is not recorded that THEATRE ARTS ever devoted an article to him. The only consolation he ever had was that any time a small knot of play-goers gathered in the lobby of the local theatre to smoke during intermission, at least one of them was overheard to remark, "I never expected amateurs to give such a smooth performance."

Written by Gene Mitchell for the Bethlehem (Pa.) Civic Theatre program.

What Place

Arts and Crafts in Camp?

Ann Mueller

IF WE DEFINE handcraft as everything made by hand, whether it be erecting a shelter, building a fire, pickling watermelon rinds, making a checker board or blazing a trail, then we immediately realize how closely knit is it with every part of the camp program and that it cannot be confined to the four walls of the craft shop. If this definition is accepted, then obviously the first job for the craftsman is to devise means for comfortable living in camp.

The essentials for living are the same whether in or out of camp: food, shelter and clothing. Let us start with these, for the art of living is to take care of essentials first:

SHELTER — Shelters may vary from a simple lean-to, to a more or less elaborate cabin. A good craftsman will make the most comfortable shelter from the means at hand, that will best suit current needs, and that will justify the length of time it is to be used.

FOOD — Menu planning, budgeting, marketing, cooking, serving and garbage disposal. Craftsmanship is needed throughout, and is limited only by imagination and ingenuity of the campers.

CLOTHING—The complete process "from plant to shirt" would not be possible in a camp program. But accessories can be made from materials other than cloth, and instruction in cloth making could be done on a small scale. Threads can be spun from plant fibres for use as weaving warp (or could be twisted into rope). For practical purposes, yarns might be purchased for weaving—perhaps bought in bulk, undyed, and then colored with vegetable dyes. The articles made should be related, of course, to the campers' needs or to the camp. Thus, from the standpoint of education and appreciation, the experience is more complete. Weaving is one of the most fascinating of all crafts, and appeals to boys as much as to girls.

Expression

But man cannot live by bread alone. Along with physical needs comes the need for beauty. In the midst of natural surroundings, campers can find endless enjoyment in exploring nature—listening to its music or trying to fathom its wonders —to take on mental and spiritual fuel. Some, however, will have a need to go further and to express their feelings, for true enjoyment is found only through sharing an experience with others. The form of expression will depend entirely on the individual, and might be through music, writing or the visual arts.

We know that primitive peoples have devised most excellent ways of living in and with nature because it has been an absolute necessity for them to be independent. We constantly study and copy their methods and strive to acquire their skills. From the study of primitive art we know that there is no such thing as "poor art," because expression has been the direct result of natural development, growing directly from needs and environment. And if our art expressions are to be worthy at all, they, too, must grow and develop in this way. We must look forward, and not backward—our expressions must be in terms of today, and not yesterday.

In the fields of music and literature, children have ready access to, and are being directed towards, the best the world has to offer. However, in the visual arts the picture is somewhat different. In the cities, the poor, and many from the middle class, are living in uninspired surroundings: houses of nondescript design, showy furniture, gaudy wallpaper and little or no "yard." Their imaginations are stirred by little more than Hollywood glamour and their "arty" accessories are Woolworth's flashiest. With no natural materials at hand and industry filling our shops with so much

synthetic material, we are becoming accustomed to imitations, and imitations of imitations, and appreciation for natural materials is disappearing.

Before we can create beauty, or even recognize it, we must first have a capacity for seeing it. When a city child, brought up amidst red plush furniture, roses on the walls, paper flowers in painted bottles and shiny linoleum that simulates hardwood on the floor, is suddenly transplanted to an environment of primitive shelters, rocks, difficult trails and little or no plumbing, the beauties of nature will not be apparent immediately. Just as a doctor would purge an autointoxicated person before putting him on a wholesome diet, so very often we must put a person through a very subtle purging process before he can have a capacity for recognizing real beauty. In natural surroundings, without any "store art" in evidence, there should be an opportunity to develop an honest folk art of our own—expressions that will grow from natural needs and be inspired by the natural environment.

Dewey has said, "Any experience is miseducative that has the effect of arresting or distorting the growth of further experience." In teaching, or rather guiding, in the arts, it is necessary that the leader understand the development of the creative process and where it leads. Each experience should give the child a feeling of honest accomplishment, of greater understanding and appreciation, and a thirst for knowing more. If it falls short on any of these points there is something wrong with the experience, because it has "the effect of arresting or distorting the growth of further experience."

The argument usually is: "But we don't want to make artists or craftsmen of the children; we just want them to have a good time." The answer is that they will have a much better time if they do a good piece of work. They will have a much better opinion of themselves, and a process of growth and development will have been started in a desirable direction. And what is a desirable direction? "Desiring the best, and *knowing why*" which is Dewey's definition of culture.

In discussing an arts and crafts program, so many defensive arguments show a complete lack of understanding of the possibilities and limitations in this field: "Our budget is limited"; "We cannot afford the necessary tools and materials"; "We have no space to set up a shop"; "Our leaders are not artists"; "The child's interest span is too short to insist on good work."

Let us explode these arguments one by one. Budget has nothing to do with the quality of an arts and crafts program. In fact, it is best to start with nothing, in order to draw upon each person's resourcefulness to the limit. I once heard a camp director, when praised for the quality and trend of his craft program, say, "Well, you see, we were not hampered by too much cash."

The field of arts and crafts is so vast, and there are so many crafts that do not require a shop, that "shop space" need not be a deciding factor.

It is not so important for the leaders to be artists as it is for them to understand the approach to and development of the creative process. This is a philosophy that can be learned and not a heaven sent gift with which one must be born. Let us take a concrete example: suppose that a group of campers decides they need small knapsacks to carry a few essentials on a hike. The line of least resistance, and the way it is usually done, is for the counselor to hand out a pattern and materials, and give complete step-by-step instructions for making them.

The Creative Approach

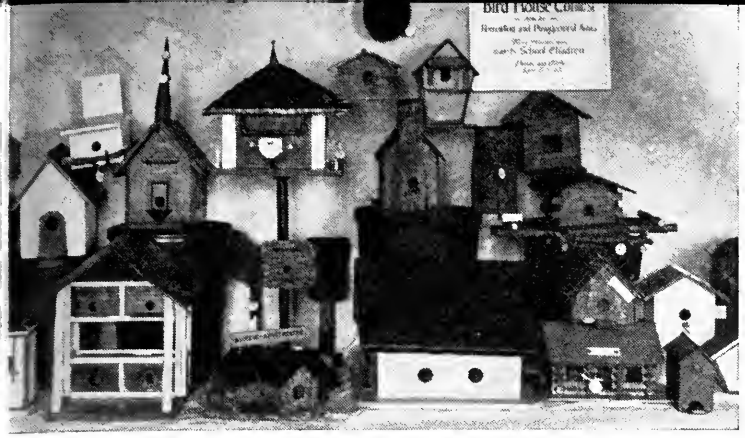
The creative approach would be: first let us see what materials we have that could be used for this purpose. Perhaps someone will bring in some burlap sacks from the kitchen. Another may find some pieces of canvas. If leather is available, well and good. Someone else might find a small box and want to add compartments and straps to it.

When material has been found, the next step will be to make a pattern. Since the purpose of the knapsack is to hold some articles as compactly as possible, it must be made to fit these articles. Each child may decide to take different things of varying sizes. Some articles may require a pocket, others only a strap to hold them in place. Again let each one work out his or her own pattern, working with paper first, perhaps.

Now another problem presents itself in assembling. A loosely woven material like burlap will need a different type of seam from a closely woven canvas. Leather can be sewed still differently, or laced. If laced, what type of lacing is most suitable, and why?

If the finished knapsack is well made, it should be handsome enough in its own right not to require any added decoration, for good workmanship is very beautiful in itself. However, if decoration is desired, let us make sure that we approach it just as honestly as we did the article to which it is to be applied.

In order to make it more meaningful, the motif might suggest the use of the bag, or it might be just an abstract decoration. In any event, the idea is for the children to draw upon their own imaginations and skill so that what they produce

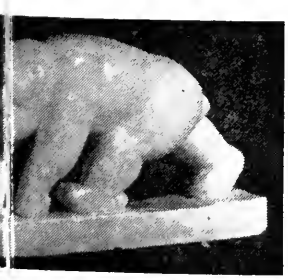


dhouses are fun and can be made from materials at hand.

he Creative Approach

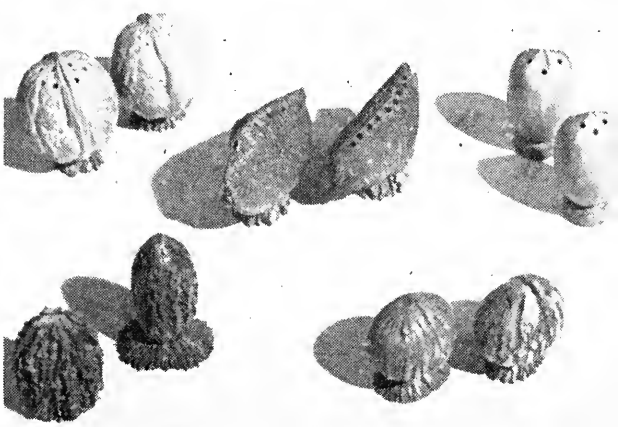
n can craft is inexpensive and projects are most attractive.

Pottery clay often can be found nearby.



Soap is an excellent medium for carving.

A necklace made with nuts and a leather thong.



Salt and pepper shakers are useful and different.

Knitting can mean a new scarf. This has good "carry over" value!

will be an expression of themselves and not of the Chinese, the Indians or Egyptians.

The technique of application must be studied in order to determine the character of the design; for each material requires individual treatment, as you will soon see.

How best to apply decoration to burlap? It is drab in color and very porous in texture. Suppose then that we use brightly colored wool for embroidery. What type of embroidery is best suited to loosely woven material? Would you take into consideration the texture of the background and make your pattern harmonize with the woven threads, or would you completely disregard the background texture? Of course, the background must be taken into consideration, which means that our design must fit the mesh and perhaps be worked out in tiny blocks.

Would you work out a brightly colored wool design for the canvas knapsack? Why not? Well canvas is pretty tough to sew and the wool yarn would wear out from the constant pulling through in the sewing process. And why not work out a design in tiny blocks for canvas? Because here the weaving is so close that the blocks are not apparent. Then how would you decorate the canvas? Block printing would be one way—and then you would go into the possibilities and limitations of block printing. You might even make your own printing inks.

How about the leather knapsack? Would you embroider it; would you block print it? Does the leather have a rich grain that you would not want to spoil with decoration? Does the lacing give it a rich enough decoration? If you are not satisfied until you tool it, then better do some practice work on a piece of scrap leather so that you understand how to design in leather. The kind of tools you have (or can make) will determine the character of your design. *But remember not to tool it to death;* the idea is to enrich the texture—not to annihilate it.

How about a design on the wooden box with the straps? Would you embroider it or block print it or tool it? Does the wood already have a pattern? Do you want to emphasize the grain, or is it so poor that it would look better if painted? How about decorating the straps instead of the box?

Evaluation

Let us evaluate this experience as compared with the stereotyped pattern approach:

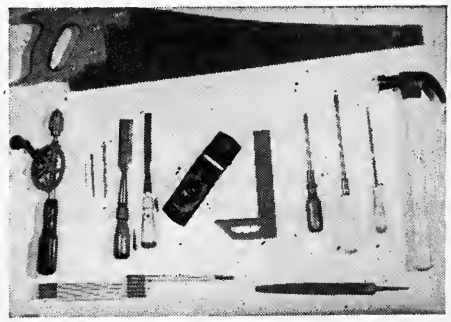
In the first instance, all the knapsacks would be more or less alike, so that instead of individual expression we would have mass production where there is no excuse for mass production. The children will pride themselves falsely for having created something themselves whereas they have merely reproduced something according to instructions. Some individuals in the group may not yet have acquired the skill necessary for this piece of work and the result may be discouraging instead of encouraging.

Now let us take the other approach: first, the counselor has been enriched by as many different answers as there are children in the group, and each child has profited by the others' experiences. It grew from a need and was developed by the individual according to his or her own ability and imagination. They will have learned something of the limits and possibilities of the various materials, a new kind of respect for materials, and a higher standard of appreciation. Several new doors will have been opened to them and, in most instances, they will be eager to explore further. *But even if they never create another thing with their hands, they will have been started in the direction of "desiring the best, and knowing why."*

I am still at a loss to know how to deal with the "time" factor. Over and over again I am asked "What can we make in —— time?" And I have no answer. The value of making things can be judged only in relation to a complete program, or in relation to individual needs. If a definite value is to be found in making a certain thing, and the experience is believed to be vital to the child's education or important in his or her development, then the time element is not important. On the other hand, if there is not time to do a thing—THEN JUST DON'T DO IT.

It is most difficult to convey the true significance and importance of doing original work. Many people still maintain that "it is better to have a child do a good piece of copy work, than a poor original." Most of this can be traced to the importance placed on "exhibition work." That is, some leaders feel that it is more important to have a lot of pretty things to show than it is to help the

Only a few tools are needed in woodwork.



child. If we consider that everything in life is based on pattern, then it must seem obvious how important it is to learn to think and create in terms of *meaningful* pattern.

To adapt someone else's designs for our own work is sometimes justified—if we have learned to differentiate between good and poor design. For instance, we would not want to pattern our life on that of a notorious thief because we have learned, according to the standards set up by society, that such a life is decidedly bad. And, so, in art, we must become acquainted with what makes for harmony and what tends toward discord.

And we must begin to think in terms of quality instead of quantity — not how many things are made, but how well are they made. Just as we have learned that the health of a child's body is more important than the number of pounds gained, so must we be concerned with the mental and spiritual development through the quality and not the quantity of articles made.

There are a few safeguard rules that might be followed by a beginner in such a program to make sure that he does not get off on a wild tangent:

(1) Use what you have to make what you need. If you must buy materials, be sure you know what you need first, instead of making things just because you have the material.

(2) Remember that utility comes first. No matter how beautifully you may have formed a pitcher, if it does not hold and pour your liquids well, then it is not a good pitcher, nor good art.

(3) Use materials honestly. That is: do not make paper look like rope, or rope like rush, wood like glass, or leather like "frog skin."

(4) Learn to produce creatively before you begin techniques of reproduction. Learn to draw before you begin to etch; learn to model before casting.

(5) Learn to "work IN a material, before you work ON a material." If your workmanship, color and proportion are good, applied decoration may be entirely superfluous.

(6) If applied decoration is used, be sure that it comes from yourself and "belongs" where it is being applied.

(7) If you are teaching, do not overestimate the ability of your pupils; you must take them where they are in their development and start from that point.

(8) Good guidance in this work requires a great deal of individual attention. Do not try to handle a large group.

Another Aspect

There is another aspect of arts and crafts that I have not mentioned, where most of the above could be discounted. That is in the world of "make-believe," including the whole field of play: dramatics, puppetry, games and parties. Here the aim is entirely different—we are striving for temporary effects only, and anything goes that gives the desired effect.

The pendulum of education is now swinging fast toward the importance of working with the hands. Let us, as educators and social workers, be awake to the importance of the growth of the individual, and do what we can to help others toward this growth through the development of a creative approach to living.

Comments on Camping

"The day camp should provide for individual differences and well-regulated freedom; for new experiences with flowers, birds, trees and the open sky. Sports and physical activities which contribute to physical fitness are particularly beneficial and can be enjoyed later in life. Music, dramatics, crafts, and storytelling should be a vital part of the program. And, finally, there should be adventures in the fine art of living."

—Dr. E. K. Fretwell.

"In a camp, the leader is a guide who lives with the campers. Together they work, explore, discover, and plan a philosophy of life. Parents should seek camps with leaders trained to a sensitivity for the needs of daily life; leaders who have a broader culture and scholarship than the run-of-the-mill subject-centered instructor."

—Dr. William G. Vinal.

"It would be good to have counselors in camp skilled in such techniques as music, the dance, graphic arts, literature—persons who saw what art could contribute to a whole camp and to individual campers. But even if I could not afford to have artists and craftsmen, I would not give up art experiences. I would go as far as we could go—enriching experience, using every wooden box, every gallon of paint available, every flower garden plot, and appreciating all artistic contributions. I would seek to find ways for them to complete a good experience by summarizing it in some art form."—*Abbie Graham in Working at Play in Summer Camps, The Woman's Press.*

Make use of the raw materials to be found at camp or on other out-of-door excursions.

Craft Materials in Nature*

Eva L. Butler

MOST CAMP SITES furnish many raw materials that can be used for crafts, although these are not always found in great abundance. It is well to utilize whatever opportunities the camp offers for boys and girls to find these materials exactly as they occur in nature and to use them to meet needs in camp as well as for their own individual needs. Summer souvenirs from the woods and shore help to solve the gift problem as well as keep alive memories of happy days.

Fresh water rushes are useful for making mats or flat bags or for weaving chair seats. They should be gathered in August and hung away from the light with the cut end up. When they are dry they will keep indefinitely. They should be dampened and kept in a damp cloth while being used. Mats may be woven flat on the ground, the simplest pattern being the checkerboard or in-and-out weave. Children can gather and cure the rushes for next season's use even if they themselves will not return to use them.

Materials useful for basketry are many and varied. Willow withes, stems or honeysuckle and goldenrod, splints of hickory, maple, white oak, and black ash all make attractive and useful baskets. Coarse twig baskets for holding flowers or flower pots are useful as well as decorative. Miss Blauvelt, in her study "The Basket Maker Gathers His Own Materials," published by The Arts Cooperative Service, gives directions for gathering and preparing materials for different types of baskets. Agnes Davis Kim in her paper, "Corn Husks," offers suggestions for gathering, curing, and using this useful and inexpensive medium of the Indians and Colonists. Those familiar with the rudiments of basketry will have no difficulty in adapting their knowledge to these raw materials.

If you search in the woods you will probably find a fallen birch tree or branch from which it is possible to make many useful articles. (Campers must be told of the injury caused by stripping the bark from a living tree. In fact, it would be well to consult the nature counselor before using nature materials.) Thin sheets of birch make real, woodsy writing paper for letters home or for a book of woodland poems. Small containers of birch can be made by folding up the ends of a rectangular piece and sewing them with fiber, string, or raffia. Attractive designs can be made by scratching away some of the bark, leaving the different colored under layer exposed.

A four-inch section of a birch log, with a hole drilled part way through the middle, then sanded and shellacked, makes an attractive candle holder. Sometimes one finds a piece of drift wood that suggests a dragon or frog or lizard. By changing it a little here and there with a jack knife the likeness becomes more pronounced and satisfying.

Small branches of trees, in diameter from the size of a penny to that of a silver dollar, can be sawed across in thin layers for buttons, pins, earrings, and pendants. They can be sawed with a coping saw. It is well in cutting thin pieces of wood to fasten the branch in a vise with only a little sticking out and to hold the saw with both hands as a precaution against accident. These pieces can be carefully sanded and mounted. Cedar shows in its annual rings yellows and reds. Laurel gives a beautiful white. Peach stones, black walnuts and other nuts can be sawed in a similar fashion and made into attractive pins.

Gathering balsam fir needles for fragrant pillows or sachets provides another enjoyable possibility. Once the needles have dried they may be stuffed into a muslin case to be enclosed in a hand-woven pillow cover or other suitable covering.

Some of the bracken fungi are particularly suitable for "etching." Pictures scratched on the undersurface with something sharp, such as a nail, show up as a darker brown against the "un-etched"

*From *Activities for Summer Camps.* Arts Cooperative Service, Incorporated, New York. $1.25.

background. They will keep indefinitely.

Seed pods, acorns, small fungi, cones from hemlock and spruce all may be made into pins, necklaces, buttons, or winter bouquets. Seeds of apples, pumpkins and watermelons may be used for flowers, for place cards or strung for necklaces. White seeds can be dyed with natural or other dyes. Ambroid cement and pipe cleaners extend the usefulness of the seeds. Tiny steel drills will bore holes in anything.

Shells offer an almost unlimited variety of uses. Plain shells make spoons, candle holders, salted nut or candy dishes. Scallop and clam shells make attractive baking dishes in which to bake and serve scalloped seafood. Shells of various sizes, shapes and kinds may be combined to make figures of birds, people, flowers, hats, boats, and innumerable other objects that are limited only by the imagination or experience of the worker.

The pith of the common rush, juncus effusus, can be gathered from early until late summer and used as wicking for tapers and candles. It grows in boggy places. The pith is most easily removed soon after the rushes are gathered if two pins are pushed through the center of the blossom end to form a cross. While holding the blossom end with one hand, two fingers of the other are placed on the top pin and the pins are pushed toward the bottom of the rush, separating the peel from the pith, which rolls out like a long worm.

Candles can be made by dipping the pith in tallow or kitchen grease, paraffin, or bayberry wax. Best results are obtained if the wax is melted in a tall slender tin can, double boiler fashion, over water. If the children form in line, take turns dipping their candles, and march around in a circle between dips, the wax gets a chance to cool and the children, intrigued by the rhythm of repetition, frequently get an inspiration to make up a candle-dipping song.

Natural dyestuffs offer a great chance for experiment. Fruits, berries, roots, leaves, hulls, bark, flowers, and nuts—all are possibilities. The outside skin of yellow onions makes a beautiful yellow. Some colors are "fugitive." They fade with washing or sunlight.

Before making the dye some "mordants" can be made for helping to "fix" the color. Make separate saturated solutions of salt, soda, and alum. Soak many strips of cotton cloth in each of these for at least two hours, then squeeze gently and hang them up to dry. Soak others in light vinegar, squeeze and hang up. Label each set of mordanted strips. Now make a strong brew of some leaf or root or flower that seems promising by placing a quantity of it in water. A tin can or other receptacle not used for cooking is good for this purpose. Let it slowly come to a boil and keep it boiling for at least one half hour. The resulting dye should be strained. One of each of the mordanted samples can be dipped in the dye. Dip it several times, letting it get air between the dips. Rinse in cold water until it no longer "bleeds." Then hang it up to dry. Very exact records will be found helpful if the same color is required later.

Writing ink can be made by placing one or two crushed oak galls with about the same amount of copperas (crystallized ferrous sulphate) in about one half cup or one cup of water. Action takes place at once, and in an hour one can write with the ink. This is fun because the ink is almost invisible at first, but when exposed to air and light it turns black.

Clay is a material from which the old and the young, the amateur and the expert craftsman all can derive a keen sense of enjoyment, a deep feeling of satisfaction not only in the finished product but in the process of working. Clay responds to the slightest touch of the worker, can be made to take any shape, thereby offering unlimited possibilities for creative self-expression.

Clay is frequently found in old stream or lake beds or in excavations. It can be almost any color: buff, gray, terra cotta or olive green. One usually discovers it by putting one's foot in it when it is wet. It sticks so hard that it is an effort to pull away from it. A piece of clay squeezed hard in the hands tends to hold together and retain its shape. Dry clay is much heavier in weight than sand or loam

Sometimes clay is found that is practically free from foreign matter, but if there are sticks or stones mixed in, these must be removed. Then the clay is set aside to age or dry in the air and sunlight for several days. When it is dry enough it must be broken into powder. The powdered clay

must be put into a pail or tub, covered with water, and allowed to soak until it is soft enough to be stirred with a paddle or large spoon. After stirring until it is of an even consistency, the resultant thick liquid should be poured through a coarse and then a fine strainer to remove any foreign matter. The mixture is then allowed to stand until the clay sinks to the bottom. When the clay has settled, pour off the water at the top, spread the clay out to dry and allow it to stand until most of the excess water has evaporated.

When the clay is dry enough to handle, push and pull it until it is in one big lump, then knead it as if it were bread. Some clay requires the addition of a temper to make it hold together and to help prevent cracking and warping. Many of the coastal Indians used pounded up shell or fine grit as a temper. After temper is added to clay, the clay should be thrown over and over again with considerable force on a substantial table and cut frequently with a copper wire, about No. 16, stretched taut. This process is called wedging. Wedging forces the particles of clay closer together by getting rid of air bubbles. Repeat until the clay feels waxy to the touch.

Time spent in wedging is not wasted, for the more the clay is wedged, the easier it will be to use it.

Birds, turtles, chipmunks, squirrels, woodchucks, mice, rabbits and other woodland creatures may be modeled for figurines, paper-weights or book-ends, (or there are toad-stools and gnomes—the real and imaginary woodland creatures are endless). Leaf shapes make attractive dishes or trays, an oak-leaf with acorns at one end, a maple leaf with a worm, a lily pad with a pond lily, turtle, or water insect. Costume jewelry—acorn pins, flower, butterfly and insect pins—provides reminders of a summer out-of-doors.

When the pottery or model is finished it should become bone dry. If it feels cold to the touch, it is not dry. When thoroughly dry it can be fired, Indian fashion, out-of-doors without a kiln. If boys and girls start out by experimenting, they will have a lot of enjoyment, make many interesting discoveries and produce something a bit unusual. They will become more aware of shapes and colors. If they start by conforming to exact directions, it may make them depend on the ideas of others and they will lose a lot of fun.

Croquet and Mr. Cordell Hull *

IN THE NEW *The Memoirs of Cordell Hull,* published by the Macmillan Company, Mr. Hull reminisces about his favorite form of recreation:

"Although I eschewed social activities whenever possible, I allowed myself one diversion that proved of great benefit to me in body and spirit. Late of an afternoon once or twice a week of good weather, to clear my thoughts and get a little relaxation in preparation for the tasks I knew lay ahead, I would take three of my associates with me for a game of croquet on the lawn of Woodley, Henry L. Stimson's home. Croquet became my only sport, and, in the eyes of my friends who had not as much occasion to play it, I grew to be something of an expert.

"To some, croquet may seem namby-pamby, but it is really a very scientific game. A player must give it his full attention or he has no success. Four or five times a season I could go completely around the croquet ground without stopping. I let two or three of the other players begin first. Then I started off from the first pole and began to contact them and take them along with me so as to play off of them.

"On one occasion Harry McBride, formerly assistant in my office and later administrator of the National Art Gallery in Washington, brought in a 'ringer,' introducing him to me as an old friend. It later developed he was the champion croquet player of a certain section of the United States. Nevertheless, I won, probably due to the champion's unfamiliarity with the grounds. . . .

"Croquet proved highly satisfactory to me because it took my mind off my work at times, and because it took me out into the open air and sun. But in my last several years at the State Department, as the work taxed my strength more and more, my doctor required me to taper off on the game, which probably proves it is more strenuous than most people think."

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*Quoted by permission of *The Macmillan Company,* publishers. Copyright 1948 by Cordell Hull.

Building *The 1948 Congress*

"YOU CAN'T TELL the players without a scorecard," as they say in the ball park. And you can t plan your Congress Week without a Preliminary Pamphlet. You have to know just what meetings are going to be scheduled that you shouldn't miss. And this year it is going to be more important than ever before to plan in advance how to cover what interests you most at the Congress. There is going to be more going on than ever before. But more of that later. Right now, make a note to write for your Preliminary Pamphlet if you haven't received it yet.

Since last month's story about the Congress appeared, two additional names have been added to the Recreation Congress Committee for 1948—Gerald B. Fitzgerald, Assistant Professor and Recreation Consultant, University of Minnesota, and Ray C. Kooi, Supervisor, Recreation Section, Ford Motor Company. An addition to the Industrial Recreation Conference Advisory Committee is John E. Still, Director of Employee Activities, Carter Carburetor Corporation.

Considerable interest has already developed in connection with the all-day session for recreation and park executives on Monday of Congress Week. Under the chairmanship of Bob Horney, Director of Recreation, Evansville, Indiana, a committee of local executives is working out detailed plans. Recreation and park executives have already received a letter from Mr. Horney asking for their special suggestions for topics which should be discussed in this "Executive Session." The program will be built on these suggestions. The members of the Committee who are working with Mr. Horney are: Miss Josephine Blackstock, Oak Park, Illinois; Milo F. Christiansen, Washington, D. C.; Alvin R. Eggeling, Oklahoma City, Oklahoma; A. E. Genter, Akron, Ohio; Loyd B. Hathaway, Winston-Salem, North Carolina; George Hjelte, Los Angeles, California; Robert Hunter, Roanoke, Virginia; Howard Jeffrey, Brattleboro, Vermont; C. Evan Johnson, Newton, Massachusetts; Thomas W. Lantz, Tacoma, Washington; James C. Lewis, Lincoln, Nebraska; Nathan L. Mallison, Jacksonville, Florida; O. E. Pearson, Brantford, Ontario, Canada; and Miss Jessie Schofield, Provo, Utah.

In addition to the special all-day meetings for executives and for industrial recreation leaders, there will also be all-day meetings for those interested in church recreation (Monday), rural recreation (Tuesday), and recreation in small communities (Wednesday). These meetings will not be discussion meetings, but rather brief intensive training institutes, with opportunity for some discussion while participants are catching their breath between activities.

And if, by 4:15 p.m., any day, you have some energy that is not yet spent, you can enter, for an hour or an hour and a half, a group working in some particular activity field—again on a participation basis. Plans now call for groups in arts and crafts, social recreation, music, folk dancing and drama.

The complete list of discussion meetings is too long to include here. It appears, of course, in the Preliminary Pamphlet. Suffice to say that there will be a variety of meetings on topics of current interest.

This year the Congress goes to a new section of the country. Many new friends are expected to be among those present, as well as many, many old ones. None of the friends, new or old, will be able to attend or take part in all that is being planned for that busy last week in September. The wise will make their plans early so that they will know what parts of the Congress will be most helpful to them. The wisest will manage to bring board members and staff members, divide the Congress among them and take back home lessons well-learned from all the meetings and special features.

We look forward to continuing the happy relationship

A Visitor from Britain

SIR NOEL CURTIS-BENNETT, noted British sportsman and founder of the National Playing Fields Association of Great Britain, on his recent visit to this country, addressed the National Recreation Association in the Association offices. Sir Noel took this opportunity to extend greetings to American recreation workers, to express admiration for the progress which has been made in this country regarding the provision of playgrounds and playing fields and to pay tribute to the record of achievement of the N. R. A. He said, in part:

"My colleagues and I look forward to a continuation for many years to come of the happy relationship which exists between our two movements, and to an ever closer friendship. I hope that in the not too distant future your President may visit England and may see for himself the way in which the N. P. F. A. works; something of what it has accomplished; something of the vast opportunities for service which still confront us; something of the tremendous need which exists to replace and to rehabilitate the playgrounds and playing fields of many of our crowded cities which were of necessity requisitioned for wartime purposes . . .

"Our youngsters are playing in our busy streets at risk of life and limb; they are playing among the rubble of many of our bombed sites . . .

"Playing fields are the training ground for those qualities of mind and spirit which, in combination, are the basis of our common heritage and our common ideals and strivings. I refer, of course, to the qualities of individual effort and initiative combined with team effort and the team spirit.

"You will, I know, agree with me that . . . we need to cultivate these qualities more than ever before if the civilization of free men is to survive. . . . For the maintenance of liberty, and of social stability, demands that our young people shall be given the facilities for healthy games; the facilities for cultivating their individual capacities while at the same time acquiring the art of working together for a common end.

"That the capacity for world leadership of our two great peoples owes much to this capacity to play games—and to play the game—is readily admitted by every thinking person . . . In my judgment, there can be no doubt that the complete failure alike of Communism and authoritarianism to make headway in Great Britain is to be found in the fact that our people, whatever their political or religious views, whatever their status or occupations, mingle freely in the fellowship of sport. The playing of games unquestionably makes for social and political stability of a very high order.

"The world's finest example of the combination in action on a vast scale of these two capacities which the playing of games cultivates, the capacities of individual initiative in association with team effort—indeed, the world's finest example of a great people demonstrating the art of playing the game—is what we in Europe have come to know as the Marshall Plan. This magnificently generous gesture, on a scale never before known or even conceived, which has thrilled a whole vast continent, is the example par excellence of the qualities which grow and develop on the playing field . . .

"I shall go back to England refreshed and reinvigorated for my visit to America . . . I shall go back determined to make a re-doubled effort to help to secure for my people—particularly for the young people who have had such a poor deal and who face a very tough world—those facilities for healthy recreation which are essential to social sanity, essential to political stability, essential to the vast effort we must make to repay—or at least to make a really worthwhile response to your magnificent Marshall Plan . . .

"I should like to see, if it were possible, a nationwide scheme in America to establish American fields in England for the use of our youth. The American people already own a great place in our hearts—why should they not own an actual part of our land?

"Think of the excitement when the first American field would open, and how much it would do to further good relations and understanding between our two peoples. I should like to see the New York Playing Field followed by the Chicago Playing Field, the Washington Playing Field, the Los Angeles Playing Field, and so on. Here is an opportunity for a gesture from the heart which would thrill the world and make it clear that our two peoples are determined to bring the world back to sanity and peace once more . . ."

People in Recreation

Doctors of Recreation

The first honorary degree of *Doctor of Recreation Science* to be granted in America was awarded to Dr. Harold D. Meyer during the June commencement exercises at Salem College, Salem, West Virginia. Dr. Meyer, Professor of Sociology at the University of North Carolina and Director of the North Carolina Recreation Commission, has made many contributions to the national recreation movement. He is President of the American Recreation Society, member of the National Recreation Policies Committee, National Chairman of the Conference on State Recreation, and chairman of the College Conference on Training Recreation Leaders.

In 1944, the honorary degree of *Doctor of Recreation Service* was awarded to Dorothy Enderis at Carroll College, Waukesha, Wisconsin. The announcement regarding the bestowal of the award read, in part: "Under Dorothy Enderis's wise and far-sighted leadership, Milwaukee has developed a municipal recreation program for youths and adults that is known throughout the country for its excellence . . ."

Bud Kearns Retires

An active and prominent figure in the field of recreation for forty years, and one who has made myriad friends throughout the country's recreation departments in that time, W. A. "Bud" Kearns retires from his position as Superintendent of the San Diego City Recreation Department on July 1 of this year.

One of these friends, George W. Braden, National Recreation Association Field Representative on the West Coast, has known Bud Kearns intimately for over a quarter-century. Referring to him as "one of those people in life who make good companions for a long journey," Braden says of Kearns' retirement: "Of course, with Bud we know that his so-called retirement is simply a change of scenery and the privilege of spending more time on those personal things and leisure opportunities that we all covet for ourselves."

After graduation in 1908 from Omaha University, where he was an outstanding athlete in track, basketball and football, Kearns took up duties first as Y.M.C.A. physical director in Lincoln, then in Omaha, Nebraska. In 1917 he moved on to Oakland where he was to direct industrial and community recreation until 1923. From 1923-28 he served as Director of Athletics and Physical Education at Oregon State College, from which position he came to San Diego to take over as Director of Physical Education and Recreation on July 1, 1928.

Kearns has been an active member of the National Physical Directors Society, the National Association of Health, and Physical Education, and the Pacific Coast College Physical Education Association. From 1918 to 1923 he was dean of the Y.M.C.A. Physical Education Summer School at Asilomar, California.

With C. E. Peterson, Kearns organized the San Diego branch of the California Association of Health, Physical Education and Recreation. The first "Y" camp in Nebraska, still known as Camp Strader, was begun by him, as well as the huge East Bay Industrial Athletic League of Oakland, California. The cooperative plan between school systems and recreation departments for out-of-school use of play areas—which originated in Oakland under J. B. Nash, then Superintendent of Public Recreation—found Kearns a close associate of the latter in formulating this project. In San Diego he has seen an area with seven playgrounds grow recreationally until today the number is in excess of fifty.

A New Face

R. Foster Blaisdell, recently has been appointed the National Recreation Association's southeastern district representative. He will succeed Arthur Jones who is now Director of Recreation in Charlotte, North Carolina. In his new capacity, Mr. Blaisdell will visit communities at intervals and will be available "on call" for any specific or emergency visits.

A native of Waco, Texas, where he was Superintendent of Recreation, and more recently Superintendent in Tyler, the new appointee served two years as field representative of the American Red Cross overseas program of Servicemen's Clubs.

Children Building Tomorrow

My Name is Helga
I am still small,
It would make me very happy
If the postman would call
"Hello, America—far away—
Sends you a letter today"
So you heartily I greet,
I wish we could in friendship meet.
If we children unite so,
Our elders would not tell us no.

Written by a European child.

IT IS NOT alone the presidents and ministers of nations who must help build tomorrow, nor the fathers and mothers. Young people can do much.

The following suggestions for foreign service projects for children in this country have been drawn up by the American Friends Service Committee:

Foreign Service Projects

(Unless otherwise indicated, these are long-term projects. Other short-term or "seasonal" projects are sometimes carried on. Requests for further information about these are welcomed.)

*1. TOGS IN A TOWEL

A personal gift for a child in Europe. A complete outfit of new clothing for a boy or girl, with toilet articles and one small toy wrapped in a towel and pinned with safety pins. A class or individual may put its name and address on a tag and pin it to the togs. Many children and classes have received letters from children and warm international friendships have begun through this project. A year-round activity.

*2. SHOE SHOP

Classes of children can inaugurate a "Shoes for Europe" project. Some groups have printed flyers and made announcements telling of the need for shoes and setting a date for the collection of good, used, low-heeled shoes. A "bicycle brigade" collects the shoes. Another committee arranges with a local cobbler for repairs. Others enlist the help of fathers in a "shoe shop." Plays, sales, art exhibits have provided money for repairs, polish and new laces. A continuous project.

*3. SHARING

A collection of good used clothes may be made and some of the same methods used as for the SHOE SHOP. A year-round activity.

*4. SEWING KITS

Girls or mothers of younger children may make draw-string bags, and boys and girls bring thimbles, needles, scissors, thread, notions. Letters from overseas indicate these are much appreciated because they give the recipients an opportunity to help themselves. Names and addresses may be put into the kits. *No messages.*

*5. KNITTING WOOL AND NEEDLES

Nearly every woman in Europe can knit. Enough wool for a sweater or mittens and cap, and a pair of needles, are *much* appreciated. One class of girls put on a style show of their mothers' and grandmothers' clothes and asked, for admission, a skein of worsted or a pair of needles.

*6. PIGGY BANKS

A piggy bank on the table at meal time and at church suppers helps to remind family and friends of those who have little to eat. Children also enjoy watching funds grow in a MILK BOTTLE for coins when the money is used to buy milk for children in India or Europe. Some children have placed three containers in their rooms—a "coke" glass, an ice cream dish, and a candy box. Those who have done without one of these treats put the money they would have spent into the proper container. Money may also be collected in Goodwill Chests. These are supplied free by AFSC. Money for food may be earmarked for either Europe or Asia.

*7. WEAVE-IT

Weave-it or knit afgans and simply made articles of clothing may be made by children. Instructions for these are available.

*8. TOYS

Small, soft cloth or oilcloth toy animals or dolls may be made and stuffed by children for little children in Europe who have never had toys. Patterns are available for these in a kit for ten cents. If only one pattern is wanted please enclose three cent stamp for mailing. If ordered in quantity, a contribution toward the cost will be appreciated. Also checkerboards made from three-quarter inch plywood, in two pieces hinged with leather, checkers made from dowel sticks or broom handles. Checkerboards are shipped only if they are well made.

For further information or educational materials for children and leaders, write to *American Friends Service Committee,* 20 South Twelfth Street, Philadelphia 7.

*Leaflets describing these projects are available in quantities.

World at Play

Hi Ho Silver!—Nine expeditions into the wilderness area of the West will be conducted again this year by the American Forestry Association. Organized under the name "Trail Riders of the Wilderness," adventurers from all over the United States will meet at rallying points in Montana, Colorado, Idaho, Washington and California to pack out on horseback into little-known, but vast expanses of wild, roadless country.

The Trail Riders of the Wilderness is a nonprofit organization, directed by the American Forestry Association, Washington, D. C., as one of its educational activities. Costs of the trip are shared by the riders, and all arrangements for packing and guide service are made by the association. On the trail the parties are joined by forest and park rangers who assist in trail breaking and are available to answer the many questions which arise concerning history and lore of the wilderness. More detailed information can be obtained from the American Forestry Association, 919 Seventeenth Street, N.W., Washington 6, D.C.

—o—

Like to Dance?—There'll be dances from all the dancing world—both old and new—taught at the Folk Dance Camp gatherings August 2-7 inclusive. Six hours of dancing, an opportunity to swim, lectures and discussions are on the daily schedule, plus a party planned for each evening. The camp will be held at the College of the Pacific, Stockton, California, under the auspices of the Folk Dance Federation of California. Contact Lawton D. Harris, Folk Dance Camp Director, at the College.

—o—

Take Me Out to the Park—More than 124,000,000 visits were made by adults and youngsters to New York City's parks and playgrounds during 1947, an increase of eleven million over the record attendance of 1946. These figures reflect the ever-increasing demand on the part of New Yorkers for public recreation facilities within the metropolitan area. Of the forty-three activities conducted by the Park Department, beach and pool attendance again showed the greatest increase, seventy-five and a half million people finding relief from the heat during the summer months. Basketball and softball, stimulated by city-wide competitive contests, had an increase of 16,000,000 participants. One hundred eighty-nine wading pools, in which two and a half million youngsters splashed during July and August, resounded to the ringing steel of ice skates in the winter. Swimming pool buildings, converted into indoor recreation centers at the end of summer, offered opportunities for boys and girls to engage in basketball, boxing and quiet recreational pursuits during the fall and winter months. At other times of the year, special sports facilities, such as archery ranges, bicycle paths, bridle paths, bowling greens, horseshoe pitching courts, golf courses, tennis and paddle tennis courts took care of the recreation needs of three million citizens.

—o—

Weekend Institute—Forty-five group work students and two group faculty members recently attended the Weekend Institute on Camping held at Camp Sea Breeze, a Community Service Society camp. The program offered discussions and workshops which included such topics as preseason counselor training; various types of camp settings and program emphases; philosophy of camping and principles of group work applicable to camping. The New York School of Social Work group work faculty and the Association of Group Work Students at the School jointly sponsored this institute.

Proper shooting form is demonstrated by Betty Tooker of Radcliffe College, who is staff assistant at Teela-Wooket Archery Camp, Vermont.

The Moder

IN SYRACUSE, NEW YORK

LITTLE CHANGED IN its essentials from medieval days, archery in Syracuse (as in other cities) is the only year-round sport on the recreation department program. Two unusually good facilities provided and maintained by the parks department encourage the enjoyment of archery by children, young people, and adults from all sections of the city. These facilites are: (indoors) City Archery Center, the old Market Building, used exclusively for this sport afternoons and evenings five days a week from October to May; (outdoors) Kirk Park Archery Center, a secluded and pretty glade to which the winter service of instruction and supervision moves in June and remains until September, from 10 a.m. to 8 p.m., six days a week.

The indoor center allows constant use of ten targets; the outdoor center accommodates from four to six targets at a time, with expansion possible to lower Onondaga Park for tournaments. At each place the instructor-supervisor operates a repair shop, enabling him to keep in use a maximum amount of the city-owned archery equipment and supplies. This service represents a genuine, if small, economy measure.

According to custom, two tournaments were held in 1947. The March meet indoors had fifty-three contestants; the August tournament outdoors had 122 contestants. These figures, substantially above those for other years' tournaments, do not reveal the great enthusiasm marking the entrants and their efforts to make high scores.

Records of archery participation during the first eight months of 1947 reveal a drop in numbers of archers. Taking the evidence of the tournaments as the truest index of archery's appeal, however, administrative headquarters of the recreation department took special and decisive moves last fall to increase archery participation.

The ranges at the Archery Center were made subject to reservation by groups of adults during evenings, and letters calling attention to this plan were sent to clubs, organizations and other groups. Additionally, school physical education teachers were invited to send, or come with, groups of their pupils for an afternoon hour or more of instruction and practice.

In this way, archery—which is not a part of city schools' athletic and physical programs—could become at least an informal part of the schedule of interested physical education teachers and their students. These invitations to groups are bearing fruit in the form of an increasing body of archers in the city, according to a participation analysis made on the thirtieth of November. The year's extra administrative emphasis on archery has been considered worthwhile at recreation headquarters because of archery's noteworthy status as one of the few sports which can be played with equal enjoyment and attractiveness by both sexes, singly and in couples, or in groups—and one which can be enjoyed fully by people of any age, and throughout life. It has promising "carry-over" value.

Robin Hood

IN KEENE, NEW HAMPSHIRE

Howard Morse and Charles S. Farrar

WHILE TOILING one fine day with the numerous duties in a recreation department for a city of 15,000 people, I was interrupted by a visitor at the door. He was a stranger to me, and looked like a supply salesman with brief case and a businesslike air. Just as I was about to tell him that we didn't need any, he asked, "What has the City of Keene to offer to me and my family in the way of recreational opportunities?" Imagine my surprise! Here was just the sort of thing about which recreation executives have dreamed. I felt like shouting to the roof tops about the rapid growth of the recreation program in this city!

After an enthusiastic, though quick, summary on my part, however, I found that I had not even mentioned his special interest, which was *archery*. I discovered that he had been an organizer of this activity in other sections of northern New Hampshire and in Massachusetts. It was a business man's hobby—for this man was Howard Morse, circulation manager of a state paper, *The Manchester Union*.

Following assurance of the close cooperation of the recreation department in starting a similar project in Keene and of the purchase of two four-foot targets, stands, faces, and so on, an archery program was brought into being in June 1947, through the untiring efforts of Mr. and Mrs. Morse. As a part of the plan, stories relative to archery were published in local and state papers to stimulate interest in the new program. Many archers began to appear on shooting nights, and soon the group was large enough to elect a slate of temporary officers, and to launch a large membership drive.

As areas used by the archers up to this point were those delegated for multiple recreation activities, members now felt it about time to find a permanent home for the club. Upon request, the city granted permission for the use of a new piece of property recently purchased for a cemetery site. In August of 1947, the group moved to this area and worked hard setting up a target range and field archery course. This course was a "natural" because it took the members into the wooded sections of the locality.

The new and roomy site proved to be a big drawing card for the club as it was on a main artery out of the city; and the archers soon became well-known in this section of the state. An average of thirty archers were active during the week, and a larger group on Sunday afternoons, many of them coming from surrounding towns. No tournaments were conducted that year, but a turkey shoot was held in late November.

Permanent officers were finally elected, and the name, "Monadnock Archers of Keene," decided upon. (Keene is located near famous Mt. Monadnock.) Club dues were set at $2.00 for single membership, and $3.00 for a family membership, a ten cent target fee to be charged per day for faces, and so on. The club weathered the summer very well—and without too great a strain upon the treasury—thanks to the continued support of the recreation department and the hard work of archery club members.

As winter snows and cold weather began to set in, and it became necessary to find suitable indoor facilities, sanction was obtained from the city for the use of the City Hall Auditorium. The group met here every Wednesday evening throughout the winter. Protective backboards of corrugated board were made and used by club members to prevent any damage to the hall.

An archery exhibition, scheduled for this spring as a fitting climax to the indoor season's activities, was open to the general public, free of charge.

All in all, archery started as a request, and has grown into a permanent activity for the residents of this city. Not an outstanding feat by any means, but a great addition to the many other activities of the city's recreation program.

Recreation News

Restrictions Lifted

Restrictions have been lifted from recreational and amusement construction and, therefore, it is no longer necessary to obtain specific authorization from the office of the Housing Expediter, Washington, D. C., to begin construction of such facilities. The actual revocation order is as follows:

"Construction Limitation Regulation, as Amended August 29, 1947, Revocation—Part 812: Construction Limitation Regulation under Housing and Rent Act of 1947; Section 812.1: Construction Limitation Regulation, is hereby revoked, effective April 1, 1948. This revocation does not affect any liabilities incurred for violations of the regulation or for violations of any actions taken by the Housing Expediter under the regulation. (P. L. 129, 80th Congress, P. L. 422, 80th Congress.) Issued this 31st day of March 1948.—Tighe E. Woods, Housing Expediter."

Arrest Spurs Play Survey

According to the *Chicago Daily Tribune,* fourteen boys in that city were recently arrested for entering a school gymnasium on a Sunday to play basketball. The arrest has spurred the Board of Education into asking Superintendent Harold C. Hunt to prepare plans, with estimates of costs, on the use of school buildings for recreation and community activities outside of school hours. "These boys were not vandals," a school trustee said. "They had a natural urge to play and chose the facilities that were available, even if it was Sunday and the school was locked. We shouldn't classify them as vandals or help make them vandals by denying them use of the facilities."

Novel Retirement Party

When V. K. Brown retired this spring (see April RECREATION), over 500 friends gathered in the theatre of the Museum of Science and Industry in Jackson Park, Chicago. An all-star cast simulated a court room scene, presided over by Federal Judge Michael L. Igoe, in which V. K. was placed on "trial" for his deeds of the past thirty-eight years. President James Gately was foreman of a jury that sounded like a roll call of "Who's Who" when they were introduced.

V. K. was found to be "guilty, as charged" and was sentenced by Judge Igoe to the ministrations of the Park Employees' Annuity and Benefit Fund for the rest of his natural life.

Minimum Base Salary

AT A RECENT meeting, the Board of Directors of the National Recreation Association unanimously passed the following resolution: "The Board of Directors of the National Recreation Association recommends that the minimum annual base salary for qualified, professional, full-time, year-round recreation service be not less than $2,400."

The position of the Board is as follows: "Recreation leadership is a profession. It requires special interests, talents and training and long and irregular hours of service. To interest capable individuals in taking the necessary training, and in devoting their lives to recreation service, they must be offered compensation adequate to provide a decent standard of living and a reasonable degree of economic security. Recreation salaries must be comparable to salaries in education and other related professions. There should be a minimum, annual base salary for qualified, professional, year-round recreation service. This national minimum should be adjusted upwards in urban communities and regions of the country where living costs are higher than the national average. It should be remembered that this is not a minimum for experienced or supervisory or executive personnel but relates to a beginning salary for those entering the recreation movement to make it their life work."

In The Field . . . Grace Walker

The following interview with Miss Walker, field worker for the National Recreation Association, appeared in the February 15 Battle Creek *Enquirer News*.

MANY FOLKS IN this community will regret the departure of Miss Grace Walker, who has been spending several weeks here as representative of the National Recreation Association, working not only with the Hamblin Community Center, but with the Young Women's Christian Association. Few women performing similar missions have left a more definite impression on the community than this cultured and personable young woman, who has known what she has wanted to accomplish and has set about her work with frankness, enthusiasm and willingness to labor. Her one hope, as she returns to New York for another assignment, is that the seeds she has sown in Battle Creek will be nurtured by those whom she has taught and inspired.

It would be nice for this community if Grace Walker could become a permanent resident. She would find herself surrounded by friends and appreciated by organizations and by individuals. But her field is the United States—and she has already planned where she is going next and for how long.

Grace Walker was born in Gloucester, Virginia. Her father was, and still is, a lawyer of some prominence; her mother was a Bostonian, well-trained for her vocation of teaching. There was also another daughter in the family, Eloise, who has made progress in the field of education and is now supervisor of schools in Gloucester.

Grace was trained at home by a governess, because her parents did not believe that the colored schools in that southern locale would give their children the right start in life. Furthermore, her mother read poetry to her and she developed a penchant for "working with words." Even in childhood she appeared in plays.

After the equivalent of a good high school education, Grace was sent to the junior college at Cheyney, Pennsylvania, because her father was a friend of its president, Leslie Pinckney Hill, poet and prose writer of distinction.

Then came Emerson College of Oratory in Boston, where she won the degree of Bachelor of Literary Interpretation. This was a two-year course, but the enthusiastic young Virginian put in an extra half-year, working in the School for Drama. At the same time, she was taking psychology and other subjects in Boston University. Her graduation, in 1923, was from the Emerson school. For two years she worked in community projects, the social service work providing the means for financing her college studies.

The next step took her to London, England, where she attended the Royal Academy of Dramatic Arts—a step that led, quite surprisingly, to the School of International Studies at Geneva, Switzerland.

Just as Miss Walker was preparing to leave London to return to the United States, she was invited to appear on a program in the interests of East Indians. She was asked to contribute American Negro folklore, but she compromised instead by agreeing to read poetry that had been written by modern Negro poets.

The principal speaker was Sir Alfred Zimmerman, from Oxford, and he and Lady Zimmerman were so impressed with the young woman's artistry that they arranged for her to visit Oxford and present her recital of poetry and readings. Her visit was short and when Sir Alfred offered her a scholarship to the School of International Studies at Geneva, she could scarcely believe her ears.

The Geneva experience, which began in July 1935, lasted for three months. There Miss Walker found some 600 students, representing forty-five nationalities. The students—as a rule—met on the same plane, whatever their race or tongue. Of the

600, only sixty-five were Americans, representing top students from various universities. Miss Walker recalls only one student who would not cooperate with the interracial scheme of things. He was from Georgia and even he admitted that he would really have liked to attend Miss Walker's lecture-recital, but "tradition" would not permit it.

In the autumn (1935), Miss Walker returned to Boston, where she was offered a position to teach literature and drama at the famous Tuskegee institute. Her experience had been practical in both fields. She had agreed, on entering England, not to apply for employment or to accept employment. But there were members of parliament, including the Honorable Fennie Brockaway, who were interested in such projects as "Abraham's Bosom"—in which she played the leading role at London's Holburn Theater for several weeks—and they saw to it that Miss Walker kept this role for three straight months. She also had worked in the Little Theater in Boston (now the Tributary Theater), appearing in mixed casts, chiefly in plays written by young writers.

Miss Walker spent two years teaching at Tuskegee, after which she returned to Boston, where her chief work was at the Community House maintained by the Boston equivalent to Battle Creek's Community Chest. She worked primarily with children, acquiring an experience that became valuable to her present program. Her work with the Little Theater became a sideline.

In the fall of 1940, Miss Walker was called to Glen Cove, Long Island (near Oyster Bay), where she took charge of literature and dramatics for children and adults, all colored, with the backing of an interracial board of directors.

The year 1942 brought an additional interesting experience from the Phyllis Wheatley House at Minneapolis, named for the Negro poetess. Wheatley House, built solidly, with a hotel-style lobby, was erected by the community. Workers had apartments in the house, there being a staff of thirty. Miss Walker had a music director, two dance directors, and a physical education director under her—and literally thousands of children.

The University of Minnesota and the Young Women's Christian Association worked with Wheatley House on a cultural program which Miss Walker directed. There was an excellent drama group and, on one occasion, the collegiate audience was so inspired that fifteen white students entered in a body and asked to be enrolled as members.

It was the Minneapolis experience, in all probability, that led directly to Miss Walker being called to New York City in 1943 to join the National Recreation Association.

Before assuming her field work, Miss Walker trained in the New York office. Then she was sent out with E. T. Attwell, also from Tuskegee's famous school, to set up activities.

Her first field assignment was in Richmond, Virginia, which was not far from her home. There she conducted an institute in creative arts, in connection with the city recreation program. About sixty-five people attended her classes, and her groups included school teachers, church workers, Y.W. and Y.M.C.A. workers, Girl Scout leaders, and such. It was strictly a leadership training program.

There followed many other such assignments, one of which brought her to Battle Creek to develop a leadership program.

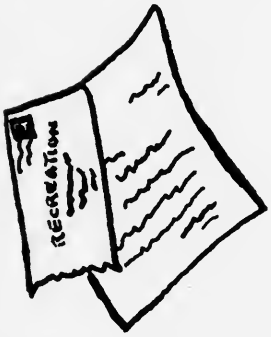
But as busy as she is at her work, Miss Walker has hobbies. The number one hobby is cooking. She soon finds her way into the kitchens of the friends she acquires in a community—and "a good time is had by all." Her church affiliation is Baptist, but when on the road, she attends various churches, with a slight preference toward the Congregational as she usually finds the programs there "so interesting."

Miss Walker is a pleasant conversationalist and keeps abreast of the times on many things not connected with her work. It is just too bad that the community has to lose her.

People's Hobbies

Lon Clark, better known as "Nick Carter, Master Detective," teaches his sons to make Indian moccasins.

Recreation Suggestion Box



Confidential Information for Our Readers

Here is a chance to exchange practical experience. *This is your page.* Please send us any suggestions about ways of doing things that have worked for you and that you would like to pass on to others. Whether or not this department is really helpful depends on you.

Eliminating An Eye-Disturber

Outdoor signs in parks are always a troublesome problem. No one wants a landscape scene marred by unsightly signs. Yet, unless a sign is eye-arresting and located in a prominent spot, it is of no value. The Chicago Park District wrestled with this problem for years. Finally, however, the Public Information Service of the Park District last year began its development of permanent outdoor frames with glass fronts and hinged backs that could be located in places where a sign was not objectionable and where landscape effects were not involved.

Layouts for these signs are designed in the Park District office. They are then sent to a silk screen firm which makes 100 copies in color on light weight paper. One order of 100 signs serves for at least four displays, counting for waste, at different times of the year. In most cases, the cost per paper sign ready for erection is less than one dollar. Since specially painted signs with hand lettering on them, made and erected for a particular occasion, cost from twenty-five dollars and up, the economy of the new plan is apparent.

In some instances, the silk screened sign is completed immediately so that there is no change in copy, regardless of when it is displayed. This applies to summer Grant Park concerts, to Buckingham Fountain signs, and to other signs where no date, change of hour or change of location is involved from time to time. For flower shows—and there are four during the season—a standard design is being developed so that 100 copies are made in one color and then twenty-five copies are imprinted with a second color announcing the kind of show, (whether Christmas Flower, Spring Flower, Chrysanthemum or Azalea), and the hours and dates.

The silk screen paper signs delivered from the maker are fastened by staples to 3′ x 4′ sheets of compo-board or other rigid material about 3/8″ thick. There are twice as many of these boards at hand as are needed to equip the outdoor frames; so, when a new sign is to be erected, sufficient new signs are stapled to board inserts in the shop to equip all the outdoor frames. A truck then installs the new signs in the field, bringing the old ones back to be held ready for the next change. Changes are made about once each month, but this period is varied according to the occasion.

At the present time there are twenty permanent outdoor frames at key locations in parks and on the boulevards. The locations chosen for the frames are usually at streetcar or motor bus crossings near the entrances to important parks. An effort is also made to locate signs where they will attract the attention of passengers in cars or buses waiting for traffic lights to change. This, too, assures a good circulation of pedestrians and the locations are so chosen that the signs will not distract or obstruct the view of passing auto drivers.

Located in places where signs are not objectionable.

Wild West Play Day*

All boys and girls come to the playground dressed in Western outfits. The dress may be cowboy, cowgirl, Indian, Spanish or any type suitable to days of the Wild West. Possibilities should be discussed with each group. Some may want to invade the days of the gold rush and come dressed as prospectors. Bad men you can expect, but the sheriff's posse can always handle the wildest of the wild. The local courts may feel free to try all cases. Prisoners of the court, when proved guilty of such violations as firing cap pistols before dusk, may be put on waste basket details for a period of time not to exceed fifteen minutes. Celebration Day in the old town of the West shall consist of a series of races and contests plus the Gold Rush.

Gold Rush—This event is one in which all persons take part. All participants are assembled on a boundary line and, at the starting signal, begin their search for the golden nuggets, (peanuts colored yellow). Ten yellow nuggets will be hidden in the area and when found may be exchanged for prizes.

Race 1—Cowboys' Boot Race.
Race 2—Cowgirls' Boot Race.

These events are the same for both boys and girls. Contestants run forty yards; twenty-five yards with boots on. At this point, entries must sit down and remove their boots, the last fifteen yards being run with boots in hand.

Chuck Wagon Race—Open to partners. At the start, one partner acts as the horse and pulls his partner in the wagon over a line thirty yards away. The wagon is then turned around and the horse and rider exchange places for the return trip.

Indian Blanket Race—All persons who enter this race must have a blanket or large piece of material to wrap around themselves. The wrap must be large enough to wrap around the waist and cover the feet. The race will be forty yards.

Contests—A Costume Parade which will, as in the case of the Gold Rush, give all boys and girls a chance to win a prize. Prizes might be given for the most colorful costume, the most practical, etc.

Card Fun

Remember the card game "Go-Fish" in which you asked your opponent for cards of a certain rank and, if he had one or more, he would pass all of them over to you so that you could build a set? Well, there's a new series of nature games based on a similar principle, but far more colorful and varied. There are three separate games: Goldfinch, a bird game; Monarch, a butterfly game; and Larkspur, a flower game. Each consists of sixty cards divided into different sets and illustrating, in beautiful watercolor paintings, sixty birds or sixty flowers, depending on the game. They are excellent for recreation departments, playgrounds, schools, museums, Scout groups, and other nature study groups, and are accurate enough for scientific study the fun way. The games sell for $1.00 each; $8.00 a dozen in lots of one to five dozen games; $7.20 a dozen in lots of six or more dozen games; all prices prepaid. Write to: Nature Games, Box 201, Angwin, California.

* * *

Another interesting set of cards, but designed for a different purpose, are those printed by the Millar Publishing Company, 538 South Wells Street, Chicago 7, Illinois. They are post cards for youngsters to send out to friends and family during their stay at camp. The front of each card contains a picture of the child's camp, a caption for the photograph, and the camp name. The back has room for all the cheerful greetings and requests. Cards must be ordered in sets of two, four, six or eight and are $15.00 for 500 each of two different post cards; $30.00 for 500 each of four different post cards and so forth.

There's also a camp "memory book" which has allotted spaces for names, autographs and pictures of fellow campers; pictures of counselors and directors; a camp log; notes about special events and the like. You can have the camp name printed on the cover of the memory book, too—all for the same price of 25c each for fifty books or more and 20c each for 100 books or more.

From Manual of Instruction and Information—Summer Playground 1947—Lynwood Recreation Commission, Lynwood, California.

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To Those Who Care for America . . .

THE human service being rendered by local park and recreation boards of the various communities is of the utmost importance to the future development of our nation. There should be, in America, one strong central group whose continuity and stability can be assured so that regardless of changed conditions in various localities, there will always be this central service organization dedicated to the purpose of helping to make effective the park and recreation services being carried on by local bodies.

Fortunately, we have such an organization in the National Recreation Association. The services of this Association are of inestimable value. We all have a common obligation to help to keep it ready to serve when needed.

All of us who believe in, and care for, America and who want to see our communities made more livable, should not only be ready to contribute to current work of this Association but, within our means, should help to insure its future.

S. A. PERKINS,
Publisher, and President Perkins Investment Company, Tacoma, Washington.

The Association is delighted to have this message from a man whose interests are so broad and whose knowledge of the needs of the northwest and the nation is so comprehensive.

For sixty years Mr. Perkins has filled important positions in local, state and national life. He has been eminently successful in business, keeps in close touch with the park and recreation work of his own city, Tacoma, Washington, and for a number of years has served as sponsor for the National Recreation Association.

Now Available!

A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education

A composite guide of 125 pages developed by 65 authorities in a National Facilities Conference sponsored by fourteen national agencies and associations.

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U.S. SECURITY LOAN

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

The Research Quarterly, October 1947
Some Aspects of the Role of Games, Sports and Recreational Activities in the Culture of Modern Primitive Peoples—The New England Maoris, Florence Stumpf and Frederick W. Cozens.

Journal of Health and Physical Education, February 1948
Planning and Organizing Ski Events, Marilyn Christlieb.
An Orientation Program for College Freshmen, Staff of Woman's College, University of North Carolina.
What Can Be Done to Further Dance in American Education?, Margaret Erlanger.
"How We Do It."

Parks and Recreation, February 1948
The Forest Preserve District of Cook County, Illinois—Part I, John Barstow Morrill.
The Maintenance Mart.

Safety Education, March 1948
Safe Playgrounds, N. E. Viles.

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American City, February 1948
Tacoma's New Recreation Commission, Thomas W. Lantz.
War Memorials—Planned or Completed.

Camping Magazine, February 1948
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American City, January 1948
Stockholm—The Park City, Rodger L. Simons.
Swimming Pool Turns Civilian, R. W. Rink.

Camping Magazine, January 1948
These Are Your Forests, John Sieker.
Design for a Darkroom, editorial staff, Eastman Kodak Company.
New Trends in Nature Education.
Vacation Camp for Mothers, Janet P. Murray.

Scholastic Coach, February 1948
High School Boxing. Arch Steele.
Getting the Range, Charles L. Russell.

Journal of Health and Physical Education, January 1948
The Dance Symposium, Lois Ellfeldt.
Getting More Real Camping into Camps, Barbara Ellen Joy.
Field Days, Charles A. Bucher.
Improving Public Relations Through a Volley Ball Demonstration, Norma M. Leavitt.

Community Service News, January-February 1948
Simcoe County Arts and Crafts Association, Nora L. Marshall.

Beach and Pool, February 1948
Diatomaceous Earth Filtration.

Survey Midmonthly, January 1948
Nobody Does Nuttin' for Nobody for Nuttin', Hyman Sorokoff.

Beach and Pool, December 1947
Promoting an Aquatic Show. William P. Massof.
Aqua Gala, 1947, Samuel L. Friedman.
Organizing a Water Safety Program.

Beach and Pool, January 1948
Two Army Pools Now Municipally Operated.
Disease and Swimming.

Hygeia, February 1948
Prescription for Play, Fred V. Hein.

The Research Quarterly, December 1947
A Study of Certain Factors in Their Relation to the Play of Children, D. B. Van Dalen.

Child Study, Spring 1948
Chills and Thrills in Radio, Movies and Comics, Josette Frank.

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Books Received

Book of Festivals, The, by Dorothy Gladys Spicer. The Woman's Press, New York. $3.75.

Community Recreation—A Guide to Its Organization and Administration, by Meyer Brightbill. D. C. Heath and Company, Boston, Massachusetts. $5.00.

Day Camping Fun, by Mabel L. Jobe, Jeanne Hogan and Elizabeth L. Jobe. Recreation Department, District of Columbia.

Developmental Physical Education, by James S. Nicoll and May Belle Long. World Book Company, Yonkers-on-Hudson, New York. $2.44.

Fisherman's Knots and Nets, by Raoul Graumont and Elmer Wenstrom. Cornell Maritime Press, New York. $3.00.

Follow the Music, by Lottie Ellsworth Coit and Ruth Bampton. C. C. Birchard and Company, Boston, Massachusetts. $2.00.

Health and Physical Education for Junior and Senior High Schools, by David K. Brace. A. S. Barnes and Company, New York. $4.00.

Introduction to Health Education, by Jackson R. Sharman. A. S. Barnes and Company, New York. $3.00.

Music in Playtime, by Berenice Benson Bentley and Sophie B. Mathewson. Clayton F. Summy Company, Chicago, Illinois and New York. $3.25.

Official Wrestling Guide, 1948. A. S. Barnes and Company, Incorporated, New York. $.50.

Operating Manual for Swimming Pools, by R. N. Perkins. Sr. The Refinite Corporation, Omaha, Nebraska.

Outdoor Sports Manual, compiled by the editors of Popular Mechanics Magazine. Popular Mechanics Press, Chicago, Illinois. $2.00.

Physical Education Demonstration, by Miriam Gray. A. S. Barnes and Company, Incorporated, New York. $3.00.

Physical Education: Interpretations and Objectives, by Jay B. Nash. A. S. Barnes and Company, New York. $3.00.

Planning the Neighborhood, by The American Public Health Association. The Committee on the Hygiene of Housing, Chicago, Illinois. $2.50.

Power Golf, by Ben Hogan. A. S. Barnes and Company, Incorporated, New York. $3.00.

Proceedings of the National Conference of Social Work. Columbia University Press, New York.

Rabbits, by Herbert S. Zim. William Morrow and Company, Incorporated, New York. $2.00.

Red Top—Reminiscences of Harvard Rowing, by Robert F. Herrick, Harvard University Press, Cambridge, Massachusetts. $5.00.

Spanish Dancing, by La Meri. A. S. Barnes and Company, Incorporated, New York. $5.00.

Technic of Team Sports for Women, Second Edition, by Margaret H. Meyer and Marguerite M. Schwarz. W. B. Saunders Company, Philadelphia and London.

Toward Public Understanding of Casework, by Viola Paradise. Russell Sage Foundation, New York. $2.00.

Trends in Social Work, by Frank J. Bruno. Columbia University Press, New York. $4.50.

Winning Basketball, compiled and edited by Ray Welsh. Burgess Publishing Company, Minneapolis, Minnesota. $2.50.

Authors in This Issue

Ben Hogan—This year's winner of both the Professional Golfers' Association championship and the California National Open—a record which hasn't been duplicated by any golfer during the past twenty-six years. Article on page 153.

Helen Hull Jacobs—National Women's Singles Champion in 1932-33-34-35; National Doubles, 1932-34-35; National Mixed in 1934. Winner of the Wimbledon Singles Championship in 1936. Article on page 156.

George D. Butler—Research specialist, National Recreation Association staff. Article on page 160.

Ann Mueller—Research and Planning Associate, Pennsylvania State Planning Board, Harrisburg. Miss Mueller, who has taught handcrafts and organized craft guilds throughout the state, wrote her article for one of Dr. L. B. Sharp's classes at Life's National Camp. Article on page 167.

Eva L. Butler—Instructor at the State Teachers College, Willimantic, Connecticut. Article on page 172.

Charles S. Farrar—Director of Recreation in Keene, New Hampshire. Article on page 181.

There is nothing unique about my story . . .

Here is a man who has broken laws consistently since he was a four-year-old. Now he has broken the law of gravity and suavely ignores the questions of those who are trying to help him by beginning another lurid confession. This time, however, his interrogators are smart. They read The Survey *midmonthly* regularly. As a result they have some pretty good ideas about bringing the old reprobate down to earth and getting at the root of his trouble. If you would like to be smart too, why not subscribe today to this comprehensive journal of social work? One year, $4; two years, $6. Make out your check to Survey Associates, Inc., and mail it to:

SURVEY MIDMONTHLY

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New Publications

Covering the Leisure Time Field

The Babe Ruth Story

By Babe Ruth as told to Bob Considine. E. P. Dutton and Company, New York. $3.00.

NO TALL TALE, but equally fabulous, is the career of a heavy-set quash-nosed individual named George Herman Ruth. This is the story of the youngster who learned the trade of tailoring in a training home for orphans and incorrigibles (he was not an orphan) and went on from there to become the mighty Babe, home-run king, idol of millions and highest paid player in baseball history. But Bob Considine, who has written this story in the first person, has done more than describe the exploits and milestones in Ruth's life. He has captured, too, the personality of the players and teams—particularly the great Yankees of the Twenties and Thirties—and has included the important stories and events in big league baseball.

The People's Song Book

Edited by Waldemar Hille. Boni and Gaer, New York. $2.50.

THIS IS AN unusual song collection, designed, no doubt, to meet the growing interest in music on every side, and with an eye to the world situation in a time of flux. These are work songs, play songs, simple tunes that have grown out of everyday experiences of the people. There is special emphasis on "freedom songs" to which one of the four main sections is devoted; to Union Songs and to songs that have "Helped Build America."

There is also a section of "Topical-political Songs" including references to the high cost of living, Jim Crow-ism and other problems of the day. All the songs are given with words, melodies and piano accompaniment, and brief descriptive notes are added in a number of cases.

Complete Book of Showers and Engagement Parties

By Jo-Ann Leeming and Margaret Gleeson. Garden City Publishing Company, New York. $2.00.

HERE IS AN excellent addition to the social recreation library, and useful for a hostess, club or organization. A collection of eighty-five planned showers and parties, including ways of announcing the engagement, plans for bridal showers, stork showers, and a number of special events such as house warmings, gold and silver wedding anniversaries, and the like. Also included are suggestions for gift presentations, menus, recipes, favors and games. A classified index increases its usefulness. Material of this sort is hard to find, except here and there in magazines, so this book will fill a decided need in the recreation field.

Birds of Prey of Northeastern North America

By Leon Augustus Hausman. Rutgers University Press, New Brunswick, New Jersey. $3.75.

THIS FASCINATING BOOK about the much maligned birds of prey—the American Vultures, the American Hawks, Eagles and the Owls—is beautifully illustrated by the brown and white pen and ink drawings of John Bates Abbot.

Mr. Hausman gives full descriptions of all these birds, and he also includes interesting information concerning our misconceptions and superstitions about them, their place in nature's balance and literary and poetic references to them.

This book should join the author's *Encyclopedia of Eastern Birds* and his *Field Book of Eastern Birds* on the shelf of any nature library. All bird lovers will wish to own it, not only for its information, but also as a fine example of bookmaking.

Young People's Corner

The Mountain Tamer

By Arthur D. Stapp. William Morrow and Company, New York. $2.50.

THIS IS A well-written, exciting story of a high school boy who faced his fear of high places, and finally won. Good in all sports, Bob Moore secretly was terrified of height. It took a serious accident and the understanding of a club adviser before he found that fear is not necessarily cowardice. It is an excellent mountain-climbing adventure story that will appeal to teen-age boys and girls.

A Treasury of Laughs

By Joanna Strong and Tom B. Leonard. Hart Publishing Company, New York. $2.00.

A COLLECTION of jokes, riddles, puns, comic recitations, tongue-twisters, boners, limericks, gags and wisecracks are included in this *Treasury* —all geared to the nine-sixteen year old's sense of humor. Club leaders, whether adult or teen-age, could add many of these to their repertory, and use them in minstrels or amateur programs for their age-groups. Corny—to be sure—but good.

Girl Alive

By Frances Ullman. The World Publishing Company, New York. $2.00.

FRANCES ULLMAN, six years the editor of the teen-age magazine "Calling All Girls," knows the questions which baffle and confuse the adolescent girl. What is even better, she knows the answers and gives them sympathetically but with a down-to-earth, forthright manner that never condemns or makes fun of the problems that loom so disproportionately large in the teen-age girls' world. Problems of behavior, dating, drinking, dressing, etiquette, dieting, school and family relationships are dealt with deftly, without subterfuge or hedging.

Every teen-age club, or girls' club, should put this book on its library shelf. Leaders of girls' groups will find it very useful in answering questions. Teen-age girls who read it for themselves will find that it will give them greater confidence, and straighten out many of the snarls that complicate life at that age.

Robert Schumann and Mascot Ziff

By Opal Wheeler. E. P. Dutton and Company, New York. $2.75.

THE AUTHOR IS well-known for her books of collected songs, and for her charming stories of such musicians as Stephen Foster, and Handel. This new book is of the same high quality. It tells the boyhood story of Robert Schumann and is a charming book to give any youngster with an interest in music, or to add to a music library. The story is well-told, the language is simple, and the illustrations are gay. A small selection of Schumann's songs fit beautifully into the text.

Come and Play

By Ruth Bampton. Mills Music Company, Incorporated, New York. $.50.

THIS SMALL BOOKLET contains fifteen short pieces about animals. They are in the form of descriptive music, to be played on the piano. There are full-page and smaller illustrations, also suggestions for use of the material for singing games and appreciation purposes, and for creative response.

Officers and Directors of the National Recreation Association

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Recreation Training Institutes

July and September

HELEN DAUNCEY Social Recreation	Wayne County, New York September 20-23	Anson I. Marshall, Chairman, Wayne County Recreation Council, Marion, New York
RUTH EHLERS Social Recreation	Shepherdstown, West Virginia July 6-9	Oliver Ikenberry, President, Shepherd College
ANNE LIVINGSTON Social Recreation	Providence, Rhode Island July 6-9	John Cronin, Director of Recreation
	Statesville, North Carolina September 6-10	Woodrow W. Dukes, Director, Department of Recreation
	Charlottesville, Virginia September 13-17	Miss Nan Crow, Director of Recreation
	Owensboro, Kentucky September 20-24	Warren Magee, General Secretary, YMCA
FRANK STAPLES Arts and Crafts	Baltimore, Maryland July 19-23	Thomas G. Ferguson, Supervisor of Health and Physical Education, State Department of Education

For those who are interested in recreation training opportunities, special attention is given to the training sessions which will be conducted during the National Recreation Congress at Omaha, Nebraska, September 26-30. One-day sessions are planned for church recreation leaders, rural recreation leaders and small community recreation leaders, respectively. In addition, daily sessions are planned for those interested in music, drama, arts and crafts, social recreation and folk dancing. Members of the Association's training staff, as well as other recognized leaders, will take part. For further information, write to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York.

"SPORT occupies a very important place in our lives. It is important to us because it is a form of expression which brings pleasure in the doing. In that way it is a kind of art. It helps maintain balance in measuring simplicity against complexity . . .

"It used to be that sport was thought to be a leisure time activity. People did it when they had an hour left over from the routine of their day or they did it on a week end when they had nothing else to do. But now I think that people make time in their day for sports. They realize that it is a necessary thing in their lives. Why is this? Because they have found that sports help people to lead a balanced existence. People need to play. There can be no doubt that play through sports helps to keep the mind young."

Helen Wills Moody at the Herald Tribune Forum, New York City.

Henry Pfeiffer Library
MacMurray College
Jacksonville, Illinois

AUG 17 1948

Recreation

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PICTURE CREDITS: We are indebted to: Massie—Missouri Resources Division for the photograph, page 194; Recreation Department, Cleveland, Ohio, pages 199, 200; Hemmer—Raleigh, North Carolina, State News Bureau, pages 206, 207; Department of Public Recreation, Reading, Pennsylvania, for center picture, page 208; Chicago Park District, pages 220, 229; Tufts College, Medford, Massachusetts, page 221; New York City Department of Parks, page 235.

ON THE COVER: Cooling as lemonade on a blistering August day is our sailboat, photographed by Ewing Galloway, of New York City.

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Recreation

August 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

America Has a Song

THE UNITED STATES needs a definite, central, challenging idea if it is to help the world in this crisis. As Raymond Fosdick has pointed out, American dollars are not enough.

The United States has made a definite world contribution in the community-life centers—which have been known as recreation centers.

Men and women in Russia have to a certain extent rallied to the Soviet Government because they have been persuaded that there was a positive, constructive idea of helping the people.

Bread alone is not enough. People want happiness. The United States has in its fundamental charter the basic idea of seeking happiness for all its people—"life, liberty and the pursuit of happiness."

The people in American cities in their referendums for forty years have been voting millions of their own tax funds for neighborhood recreation centers where music, drama, art, sport, athletics should reign—not under imposition from without but coming up from the people themselves.

What is more truly characteristic of America and the American people than this deep desire that happiness in America should be shared by all, that all the people of all ages should truly live all the time?

These centers of living and of culture have cost billions of dollars of the people's own money and have come out of the people's own desires and own efforts and own votes.

These centers of culture and strength and joy have not come in the United States as in Germany and Italy from the desire of the central government military leaders to build men and women strong for war fighters. They have come because the people here have said to themselves: we do not want to wait until another world for happiness, to wait until another world to live fully; we want to live while we work right here in this world, here and now, and we can provide life centers for ourselves.

Ought there not to be a book to be shared with the people of other countries, a book about the song of America—showing children at play on their playgrounds, showing the wading pools, the swimming pools, the baseball fields, the ice skating ponds, the parks, the yacht basins, the nature trails, the music centers, the drama centers, the people expressing themselves in the various art centers, showing the joy neighbors have in working together in the neighborhood recreation centers in giving service to all the people of the neighborhood, the way in which neighbors seek and find comradeship in play and service together?

No other country could show more in pictures in a book of this type than the United States—a whole people on their own, working out their own strength and joy in daily living.

America has a song of happy, strong daily living to share with all the people of the world. Thus far we have let the people of the world think of us as seeking the almighty dollar. We have not shown them clearly what we the American people have done to build daily living and joy for us all.

HOWARD BRAUCHER.

AMERICA HAS A SONG TO SHARE

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To Recreation:

"May I particularly commend you on the recent article which gave a cross section summary of the salary levels of recreation leadership across the country. Also, may I say you meet a very moot need in the training of leadership for recreation by supplying the new series of articles entitled *The Story of American Cities in Recreation.* This is an excellent idea."

Charles F. Weckworth, *Director of Recreation and Camping, Springfield College, Springfield, Massachusetts*

"Please accept my congratulations for the human interest stories in the March and April issues of Recreation. . . . The personal history stories on recreation leaders were very good and are inspiring to the new workers in the recreation profession . . ."

A. E. Genter, *Superintendent of Recreation, Akron, Ohio*

"May I congratulate you upon the proposed new series entitled *The Story of American Cities in Recreation.* This has a lot of possibilities and will be invaluable to other members of the profession.

". . . There is only one thing that would improve this series. Perhaps it should be another series within itself . . . by having a few people, who are participants in these programs, write a brief statement of what their part of the program means to them. Perhaps you can run another series or a separate article side by side with the factual article.

"This material will be invaluable in our recreation major courses."

H. G. Danford, *Director of Physical Education, Florida State University, Tallahassee, Florida*

To Our Readers and Contributors:

Encouraged by your interest and helpful comments, we should like to bring several of the magazine projects to your attention as being largely dependent upon your continuing cooperation.

Social Recreation. We would appreciate your sending us a selection of two or three of the very best games or stunts which you use in social recreation. (See *The Postman Brings,* Recreation, December 1947. We have had no response to this suggestion.)

Recreation Suggestion Box. This department was suggested by NRA District Representatives as an "exchange" page. "Helpful hints" seem to be at a premium. Shall we continue this page?

Specific Photographs. We particularly need good pictures of: square dancing, recreation with elderly groups, creative activities, winter sports.

In addition, we are stressing an appeal for any photographs in clear, contrasting blacks and whites, which might be possibilities for use on the new cover of the magazine. Such photographs should have a light area in the upper left hand corner to accommodate title; they need not include human figures but should have good composition. They can be seasonal, scenic, action, or merely decorative.

Specific Written Materials. We are looking for good articles, including how-to-do information, on: new and practical crafts projects; drama in the recreation program; work with women and girls; program with elderly groups; individual hobbies and recreation interests; art in recreation—painting, sculptoring, creative writing projects, *original poetry.*

For suggestions on submitting material for publication, see the *Recreation Suggestion Box,* on page 231 of this issue.

*Good Sailing!**

Rosemary and Steever Oldden

WHY DO MEN go sailing? Why do men, women, and children, too, leave home on Sundays, week-ends, or vacations, preferring the apparent lack of comfort aboard their boats to the modern conveniences of their homes? Why do they love their boats and give them the status of an individual? Why do they take pleasure in puttering their spare hours away to condition their boats for a comparatively short sailing season? Why do they dream always of the perfect boat? Why are there no retired sailors as there are retired football players, baseball players, and retired players in other sports?

There is no one answer to all the why's, but perhaps if we linger a bit on the joys, the satisfactions, and the pleasures of sailing, you'll know why people want to go sailing, why you want to go sailing too.

Sailing is a sport in that it is an active diversion from our everyday, civilized living. However, it is not a sport in the same sense that football, baseball, golf, and other activities are sports. These games are symbolic of man's fight for survival. Sailing is not symbolic, but reality itself. Rules are made by the boat, the elements, and the skipper's judgment. Each time that you go sailing, you are on your own with the water, the weather, and the wind. All of your instincts for knowing, combating, or using these elements are called to the fore and revitalized.

It isn't a vicarious thrill to be confronted by a squall blowing you offshore in a small boat or onshore in a large boat. It is very real, and when, by virtue of your ability, knowledge, courage, and endurance, you extricate yourself ably and well, this is a joy and a satisfaction, and no award by anyone could possibly make you prouder than you already are.

We are a civilized people and we are very proud of our civilization. We are proud of our bathtubs, automobiles, radios, washing machines, automatic refrigerators, telephones, and all the comforts of civilization, and yet, at the same time, we know that we are being robbed of many instincts by our dependence upon these comforts. Sailing gives us back this part of ourselves which is lost in civilized living. This is the satisfaction of relating directly to the earth, the water, and the universe around us.

In our unceasing efforts to dominate nature and create an environment controlled by push buttons, we lose sight of the fact that we are building up terrific tensions within ourselves. Satisfaction of individual independence and achievement is hard to come by in this modern age of interdependence. Sailing gives us independence primarily because, once away from land, we are for the time an independent mobile unit. There are no repair shops or technical experts at sea. You are your own repair shop, weather forecaster, aerodynamic expert, navigator, and everything else that might possibly be required.

Self-reliance is a satisfaction and joy in itself and has no need for any acclamation. One knows well those few times when the chips were really down and a man proved his ability to live with the elements without the assistance of any of the modern gadgets of civilization. It is acclamation enough to prove one's fundamental independence.

There is satisfaction in the exercising of our pioneering instincts, and sailing a small boat offers exploration and adventure. The stretch of water off your bow will lead you to who-knows-what new places, not marked off by neat Department of Highway signs. Perhaps just around the next point of land there are stretches of beach and

*Reprinted from *The Sailing Primer* by Rosemary and Steever Oldden. Copyright, 1946, by Cornell Maritime Press, New York.

coves where no promoter has yet built a road with a juke box at the end. With a small boat, you can put up your sails and go searching for these rare spots.

There is pleasure in escaping the mad week-end confusion of automobiles, and you'll find a small boat much safer than our highways. If there is a popular beach or other attraction on the far side of your bay or lake, it is a much more enjoyable journey if you can put up your sails and be on your way in peace and quietude rather than endure the harrowing experience of week-end traffic.

How few of us who live in cities and towns, surrounded at night by the glare of street lights and neon signs, have really felt the steady, eternal drift of stars across the night sky. We know the moon as an object of emotion, celebrated by lovers and song writers, and yet it is constantly pulling upon the waters of the earth, causing daily tides of tremendous power. Listen to the flow of the tide past your boat when you are anchored some quiet night in a secluded cove and you will have a new respect for the moon. Learn a bit about navigation, how the stars function as signposts for the navigator, and these heavenly bodies will have a new significance.

There is joy in week-end sailing—that short time in which we must clear our minds and rest our bodies in order to function on our job for another week. When you are thoroughly tired of shouting above the noise of typewriters, motors, radios, and traffic, put up your sails and voyage to some quiet anchorage. Sleep in your boat. You'll have a new conception of sleep when your boat is your gently rocking and murmuring cradle. Shattered nerves will be restored, you'll be rested and relaxed and, with a feeling of well-being, the new week can be started.

There's joy in the satisfaction of our competitive instincts—the pitting of our skill and knowledge against the skill and knowledge of others. In small class boat racing, the ability, knowledge, and courage of the skipper win the races. Visualize twenty small boats maneuvering in a limited area in a good breeze—crews tense, eyes on stopwatches, waiting for the starting gun. There it goes!—And out of chaos comes pattern as the fleet goes off together for the first mark and the boats start to string out. The leader now may not be the leader later. The slightest error in judgment will be immediately exploited. There are keen skippers and fast boats closing up on that initial lead. Perhaps that venturesome boat seeking a more favorable wind inshore will get it and leave the fleet far behind. Small boat racing offers excitement, suspense, fascination, action and thrills enough for everybody.

Sailing gives us the joy of comradeship. A sailing companion who thinks, feels, and reacts to your boat with all the instincts of a good sailor makes a good crew and increases the pleasures of sailing. You'll learn to cooperate and work as a team. You'll learn respect for each other's abilities and knowledge. You'll acquire an understanding of each other's temperament and moods. Mutual confidence in emergencies makes a unit of skipper, crew and boat.

There's joy in the feeling that you and your boat are working together. For example, you are sailing in company with a boat similar to yours, evenly matched, and pacing. That is, you were pacing until you sensed that your boat was trying to tell you that she could do better. You noticed a shiver or a flat spot in one of your sails and made a minor adjustment, and now you are pulling ahead of the other boat. When you arrive at your destination, the other skipper will lose no time in asking, "How did you run away from me like that?"—And you'll answer modestly that you made a minor adjustment to a stay or sail, but you'll feel like shouting because you really know that it was you and your boat working together and clicking as one, and that it was your doing the right thing at the right time that made this possible.

There are other joys and pleasures—that feeling of buoyancy when the sails first start drawing, the wind takes hold, the boat moves softly across the water, and you hear only the whisper of the bow wave. There's joy in your ability to harness and use the wind to propel your boat—the same wind that, having taken you where you wished, goes on unchanged across the sea and earth.

There's pleasure and joy in caring for your boat because the work that you do and the money you spend are repaid tenfold by the added appearance and performance of your boat. In the first warm days of spring you'll find yourself armed with scrapers, sandpaper, paint, varnish, and brushes, and together with other boat owners, you'll start conditioning your boat for another season's sailing. It is a strange truth that the very same man who can't be persuaded to varnish a what-not or paint a porch at home, and must hire a painter for this work, will sand, scrape, varnish, and paint his boat with great joy, and do an expert job. You'll see women out there, too. Perhaps they need a maid at home, but they can sand and varnish a spar or paint a galley with real enthusiasm.

During the winter when your boat is stored and the storms are raging, there's joy in reading about boats and the experiences of other sailors. You'll find satisfaction in study and in the extension of your knowledge. Learn to tie a few more knots or make a better splice. Learn to mend sails by practicing on a scrap of canvas. Delve into the International Code Flag signals and learn the meaning of the various flags that you see aloft on larger vessels. Learn navigation by joining a class or by studying at home. Chart a cruise for next summer's vacation and plan all the details of it. Redesign your rigging for better sailing efficiency, or start designing and planning your dream boat.

There are no retired sailors because there are no limitations in sailing as to age, sex, or strength. You can go sailing before you start walking and you can keep on sailing as long as you are able to climb aboard. A woman can sail as well as a man, and a child can sometimes sail better than either. Too, we have known some very able skippers, physically handicapped in one way or another, who could outsail their stronger friends and hold their own in any group.

Sailing a small boat tends to develop a well-coordinated and balanced person—something we all strive to achieve in one way or another. If a sailboat can give you this better self, that's reason enough to go sailing and reason enough to start now!

A Boat for Beginners

When you have the urge to go sailing—and that is the unnamed longing or a much-verbalized desire—you'll find it's easy to own a boat and learn to sail. Of course, there are a couple of requirements. You must have water on which to sail—an ocean, a bay, a canal, a lake, a reservoir, a river, or even a pond will do—and you must find a boat that you can financially afford. The best boat for beginners is the small boat, because of its sensitivity and because of its economy. A small boat that will sail can be obtained within the range of $50 to approximately $750 and possibly less, dependent upon your ingenuity and geographic location. With $10, a mast and leeboards can be rigged to a rowboat; a class boat will cost from $150 to $750, and used boats can be obtained for almost any price.

Because of its sailing efficiency, comfort, popularity, ease of handling afloat and ashore, and its ability to maneuver in shallow waters, we recommend a fifteen-foot sloop for beginners.

◆ ◆ ◆

Sea Magic

There's magic in my tiny craft when I put out to sea;
No ear but mine can hear the voice that sets my course for me.

For back from Neptune's dim green halls, with salt upon their lips,
Come all the storied heroes who have sailed the sea in ships.
I stand beside Ulysses as he hears the Sirens sing;
I fill the hold with Inca gold to bribe a Spanish king;
With Kidd I've raided treasure ships—we flew the skull and bones;
I've whipped the British navy with the help of John Paul Jones.

There's always magic in the wind when I put out to sea;
The wind that brings a ghostly voice to set my course for me.

MURIEL W. EDGERTON

ose competition. Mother and son are keen archery rivals.

Families enjoy opportunity of sharing new, creative activities

Families at Play

A new Cleveland program to help families find an opportunity to play and learn together

John S. Nagy

SOCIOLOGISTS TELL US that the American family is breaking up. While wedding bells are peeling out in record volume, our divorce courts are also handling an all-time record traffic. Popular magazines carry articles filled with lost week-ends, lost emotional values and children lost in the storms of domestic discord.

Whether the danger is real, or of a piece with the morbid fears of an earlier generation which survived the onset of the jazz age, is a question that, no doubt, will engage our social historians far into the future.

But whether the alarms are warranted or not, there is no question of the difficulties faced in trying to preserve the best of the values of old-time family life. The shortage of homes, the high cost of living, the multiplicity of tensions in today's city living, the wartime gains in freedom for women, and the atomic bomb's heritage of fear all add to the pressures that make for instability. Nor do many city families have a basement recreation room in which to let off steam. Many even lack back or front yards.

Under these conditions, it is unfortunate that even the hours of leisure and play too often prove just another wedge to drive families apart. Father goes off to the golf links or the ball game, the children to their separate ways in search of playground pleasure or other recreation. And mother? If she isn't too tired to do anything but flop on the davenport and turn the knob on the radio, the chances are that she goes in still another direction.

Is it possible to change the pattern? Is it even desirable, or desired?

We who are concerned with providing the kind of public recreation in Cleveland that Clevelanders themselves want and will support have been thinking it over; and we finally decided that the situation warranted some experimenting, at least.

Our recreation programs tend to fall into patterns that separate age and sex groups. Therefore, the question we set out to answer was this: Would families play and learn together if given the opportunity and encouragement? We approached it from several directions, in some cases by subtly encouraging family groups to participate in our regularly scheduled activities, among them arts and crafts and dancing; in others by setting up special programs for families, or reserving an afternoon or an evening each week at a pool or recreation center for family activities. A girl who was learning to model clay would be urged to bring her father or her mother or a brother to class; or a boy who had taken up woodworking was made to feel that his father *and his mother* would be welcomed if they joined him in his hobby.

Husbands and wives join rifle instruction group.

A whole family enjoying a swim in the city pool.

Then we began, cautiously, and with some doubts, to set up family night programs at our recreation centers. A period in the gymnasium would be reserved for family groups. There they could play volleyball, shoot baskets, work out at calisthenics. A city pool would be set aside once a week so that father, mother and the children could dunk themselves, practice a new swimming stroke or play simple water games.

We moved slowly, trying out the idea in one center, then another. We weren't sure how it would take. We still aren't sure what the results prove or what their permanent value may be. But the response to the programs has been such that we feel confident that we are on the right track in making such family fun available in neighborhoods. We haven't had to withdraw a family program because of lack of registration, as we thought might happen in some instances. We have had to limit the size of groups at some centers because, with our facilities and staff, we couldn't handle all those who wanted to take part.

A mother who was a good swimmer brought not only her two children but also her husband to learn how to navigate in the water. Parents work side by side with their sons and daughters in ceramics classes and join hands for ballet. They play in the gym together and they come to us for aid in planning picnics. They learn new skills and hobbies together. We have even had a small girl bring her mother to a class to learn sewing.

Cleveland's four Boystowns have carried out the same idea by encouraging boys to bring their fathers for a night of play. Men compete against their sons in table tennis or in shooting baskets; sometimes the boys put on a boxing show or other entertainment for the parents.

One of our Boystown directors told of a boy who said he didn't have a father.

"Well, then, bring your grandfather," the director told him. Another was told to bring his mother if his father couldn't come.

The results encourage us to plan for expansion of this type of recreation programming next fall, when winter indoor activities resume. We are helping family and neighborhood groups to learn, all over again, how to recreate together and enjoy fuller lives. This is certainly a worthwhile goal for public recreation. If, in the process, we help to ease some tensions, perhaps save some families from being washed out of existence, that is in the nature of extra dividends to society.

Recipe for Preserving Children

Take one large, grassy field, one half dozen children, two or three small dogs, a pinch of brook and pebbles. Mix the children and the dogs well together and put them in the field with flowers. Spread over all a deep blue sky, and bake in the hot sun. When brown, remove and set away to cool in a bathtub.

The story of the "Arts of Kansas" Festival is a success story . . .

The Arts Take Over

WHENEVER A SUCCESSFUL arts and crafts program grows in any community, one of its inevitable and positive results is a concentrated feeling of community pride and achievement. A specific community-wide project in arts and crafts, therefore—with its opportunities for individual as well as group participation—tends, more than many such projects, to pull the community together. By its creative nature, it stimulates a satisfaction which is common to the highest and the humblest of its participants and sponsors. People work together easily and enthusiastically and, as the project takes shape, cooperation becomes a natural by-product of aiming toward a common goal.

This sort of a situation is emphatically illustrated by the excellent planning and carrying out of the cooperative and highly successful "Arts of Kansas" Exhibition and Festival. This grew from a county project to state-wide proportions, and was presented in February of this year.

The idea for the project originated in the office of Dr. Novotny, Superintendent of the Lawrence Public Schools, last June when a few representative citizens were invited to discuss the possibilities of such a celebration. At that first meeting, the response to the idea was so enthusiastic that plans were made for an organization to develop it further.

With each meeting of the group, or of individuals interested in the original idea, possibilities seemed boundless and additional features were suggested. The groundwork was laid during the summer months and, with the return to the fall school routine, the committees began their work in earnest. Original plans, which called for an exhibition and accompanying program costing perhaps $500 to $1,000 and appealing to Douglas County and its immediate neighbors, were developed into a full scale, state-wide Arts of Kansas celebration which would attract people from the entire state and beyond.

As a first step, preliminary plans outlining the character of the celebration, and giving some idea of its scope, were drawn up by the Exhibit Committee and mimeographed for the officials of the Community Chest. Later, copies were distributed to all committee personnel. They stated, in part:

"The anticipated gains to Lawrence are many and varied. Never before has an attempt been made to present the outstanding arts and crafts contributions made by Kansas; this is another worthwhile opportunity to demonstrate the educational and cultural leadership of Lawrence. Other cities, having heard rumors of our current project, are frankly envious that they didn't think of it before we did, and that they lack the essential volunteer services of trained committee personnel which Lawrence has in such abundance. The educational and cultural aspects of Arts and Crafts of Kansas are apparent. Already our school children are studying about the exhibitors and their work, and our adult population is learning interesting and hitherto unknown facts about Kansas in the field of drama, painting, silver smithing, pottery making, literature, and the like. Aside from the publicity which will be given Lawrence, in itself an asset, the material gains will be appreciable. During the days of the exhibit, hundreds of people from the surrounding areas and from all parts of the state of Kansas will be attracted to the city. The festival is a dividend-paying investment."

Festival committees worked independently, each developing its own specific assignment. In order to keep everyone informed of progress, mimeographed "reports" were periodically mailed to all committee personnel.

When a definite program had been decided upon, via community cooperation, a "general story" sheet (see following page) was prepared. More than 1,000 copies were distributed during December alone. Five thousand six hundred copies were sent out to schools, women's clubs,

and so on. Although used less as the separate sheets on the program, exhibition and catalog became available, it was useful as an enclosure in letters and other mailings.

Story of Festival of Kansas Arts and Crafts

The Festival of Kansas Arts and Crafts, to be held in the Community Building in Lawrence February 18, 19, 20, 21 and 22, 1948, will be one of the finest educational projects ever held in Kansas. People from all parts of the state are planning to attend, and the morning hours have been reserved for school children from Douglas and adjoining counties. Neighborhood groups or teachers who are bringing their pupils by bus should arrange with the Festival Committee, Lawrence Chamber of Commerce, the date and time of arrival in order to avoid overcrowded exhibition space.

Representative work of Kansas artists and craftsmen who have achieved wide recognition will be exhibited. Eleven classifications will be included: architecture; book manuscripts and books; crafts and design; music manuscripts; ceramics; illustrations and cartoons; metal work and jewelry; photography; paintings; prints; and sculpture. Crafts will include wood carving, book binding, and weaving. The ceramics display will include some of the finest pottery designed and made by Kansans. One of the most famous exhibitors in the division of metal work and jewelry will be Margaret Craver, a Kansan who is now one of the most famed silversmiths in the nation. Curry's original painting of John Brown, from which the murals in the capitol building in Topeka were made, will highlight the exhibition of paintings and prints. Never before have Kansas people had an opportunity to see so many of the notable contributions made to the art of the nation by citizens of their own state.

The Festival's program features will include: an address by Governor Frank Carlson, honorary chairman, Wednesday evening; an Indian pageant depicting early Kansas history, directed by Mrs. Margaret Speelman of Haskell Institute, Thursday evening; a musical program from Kansas colleges, Friday evening at the Community Building, and Will Gibson's prize-winning play at Fraser Theater, KU; "Sunny," a children's operetta, written by Edna Becker and Rebecca Dunn and directed by Mrs. Deal Six, Saturday afternoon and evening at LMHS auditorium; and a concert Sunday evening in Hoch Auditorium, KU, by the University Symphony Orchestra and A Cappella Choir. An admission fee of one dollar will be charged for the Gibson play Friday and Saturday evenings; other entertainment features are free. Schools are urged to indicate to the Festival Committee, Chamber of Commerce, whether they plan to attend the afternoon or evening performance of the children's operetta; it is hoped that the afternoon performance can take care of those coming the greatest distance.

A catalog of 112 pages printed on enamel paper, with at least fifty cuts of prominent Kansas artists and of work shown in the exhibition, will be off the press early in February. More than 250 names of eminent Kansans will be listed, with biographical data on the more important figures; the information is invaluable, and has been collected and edited by the Festival's Catalog Committee. Since the supply of the catalogs is limited, advance orders are being taken. With its striking two-color cover, individual copies of the catalog will sell for fifty cents, plus ten cents postage if ordered by mail from the Festival Committee, Lawrence Chamber of Commerce.

Governor Carlson, in his foreword to the catalog, explains the purpose of the Festival and emphasizes the importance of the cultural contributions made by Kansans to the nation.

PLAN TO ATTEND THE FESTIVAL OF ARTS AND CRAFTS. MAKE SURE YOUR HOME OR SCHOOL LIBRARY RECEIVES A COPY OF THE CATALOG BY ORDERING IMMEDIATELY.

Full program schedules were run off on legal size paper to save postage in mailing, and sent out far and wide, enclosed in formal invitations, and with separate exhibition and catalog sheets. These latter, in turn, were specially prepared and distributed in every possible way. Five stencils were worn out on the sheet giving information regarding the catalog, and during the last four weeks, mimeographed order blanks were clipped to it. No letter or other communication went out without the catalog sheet. On or after January 15th, all outgoing mail from festival committees carried one of the catalog order blanks as an enclosure. Requests for the two-page mimeographed exhibition sheet were received until the opening day of the show. These were sent to newspapers throughout the state, high schools, women's study clubs of all kinds, and to lists furnished by sponsors.

Small printed folders also were made up, quoting the mayor's message from the catalog and carrying a general announcement of the festival. Stickers announcing the event were used on the envelopes of all correspondence; all sorts of preliminary releases were drafted and sent to newspapers. Further mimeographed materials distributed included: hundreds of invitations to the festival, and programs for the operetta, "Sunny," sent out by KFKU's Radio Council; lists of exhibitors under the headings—Painting, Prints, Crafts and Design, Illustrations and Cartoons, Architects, Ceramics, Metal Work and

Jewelry, Music Manuscripts, Sculpture, Photography. Information on "The Cry of Players," Will Gibson's play, was not available for mimeographing until mid-January. Four hundred copies were

then mailed out with the catalog sheet, order blank, and the one-page general story. State sponsors, high schools, and women's clubs headed the list of recipients. Special carbons were enclosed with the material when sent to papers in the home towns of the players in the cast.

Schedules of the demonstrations of arts and crafts techniques of work were prepared and were kept in the recreation office during the festival for purposes of distribution to visitors. These demonstrations proved to be one of the most popular features of the entire affair. The budget allocation for them was $100.

KU's University Extension, with Marjorie Whitney—head of Department of Design—as director, held the annual high school art conference in February in order to afford students from the state an opportunity to share in the festival. This is one more evidence of the state-wide cooperation stimulated by this exciting venture into the realm of creative arts. Participants and spectators alike were enriched not only through their enjoyment of, and exposure to, a creative, cultural activity, but through the experience of working together on a common project.

The thoroughness of organization is illustrated by the fact that, following the final executive committee meeting, individual letters of gratitude, in the form of a report, were mailed March 9th to the artists and craftsmen giving demonstrations, to officials of state sponsoring organizations, to all committee personnel, to a list of people who had given consistent help, and to scores of people who had sent congratulations to the various chairmen. Also, a personal letter went to Governor Carlson and to the presidents of the Kansas colleges who were represented on the program.

The letters said, in part: "The Festival's committee personnel, numbering seventy-two citizens from the business district, Haskell Institute, University of Kansas, women's clubs, city schools, the city library, the AAUW and PTA—every source of leadership used—worked tirelessly for many months without compensation. But their unselfish efforts could not have achieved the goal without your cooperation and help. May I express the gratitude of the Festival's executive committee to all of you who contributed directly through committee affiliation or indirectly through friendly and helpful suggestions and support.

"It is with pride and gratitude that we report that a balance of $500.07 was returned to the Community Chest, and that potential receipts from the sale of catalogues during the next few months will add to that amount at stated periods. The balance was made possible by the fact that our committee chairmen planned wisely and worked, many times beyond reasonable hours, without material compensation and at great personal sacrifice. All of them deserve the high praise they are receiving for effective and unselfish leadership. Few communities in the United States could equal our fine record for volunteer work by trained personnel."

Kansas, may we add our congratulations to all the others?

Hobbies

Made-to-Order Quizzes

Irene Scott

FRIENDS WERE ALWAYS calling up and saying, "Irene, I'm having a party and I'd like something a little different in the entertainment line. I thought maybe you'd know some games I could be able to use."

After asking *who,* whether children, women or mixed groups; *what* the occasion might be, birthday party or bible class; *when,* afternoon or evening; *where,* rumpus room, lawn or apartment, I was usually able to give a few helpful hints. But sooner or later, and too frequently sooner, I'd hear a heavy sigh and then: "But, I haven't time to prepare a quiz like that," or "It sounds good but I'm not very 'arty,' you know," and "Where would I get the pictures? Harvey just carted the last batch of magazines down to the Scouts."

A solution dawned. I would prepare games and have them handy next time my friends were stuck

with the entertainment committee.

I already had a scrapbook bulging with clippings from magazines, a drawer full of party pamphlets, and a corner of my library stocked with entertainment books. I began to thumb feverishly through these sources and check the ones that would be adaptable for my brain-child. With a list of all the possibilities in mental tow, I turned to materials.

An inventory revealed some oaktag, left from my teaching days. (Those flashcards you had in the primary grades were made of oaktag.) The creamy-colored, slick-surfaced paper is tougher, more flexible, longer wearing, thinner, more attractive and much nicer to handle than cardboard. It can be purchased or ordered from any bookstore carrying stationery supplies; it is inexpensive and comes in several card sizes. An alphabet stenciling set also is helpful, but either black crayon, ink or letters cut from black paper could pinch-hit. I prefer paste to glue, but that's up to you. A saunter through the five-and-ten, and I was off to the races. (Incidentally, it is almost as easy to make up two or more sets of one game at the same sitting.)

Find The Flowers—In a farm paper I found a picture of a cow, and in a fashion magazine, a picture of a girl's petticoat-slip. I cut the two out, pasted them on an oaktag card, and had the pictorial inspiration for the word *cowslip*. For *foxglove,* the teaser was, of course, a picture of Reynard and one glove. Several small pictures of flocks of poultry or sheep will suffice for *phlox*. A car plus a picture or miniature map of the United States will give *carnation*. While the following list of suggested words will tax your imagination and ingenuity, it can readily be assembled:

1. Ladyslipper
2. Iris
3. Bluehill
4. Bluebonnet
5. Sunflower
6. Tulip
7. Bachelor Button
8. Snowball
9. Dogwood
10. Four O'Clock
11. Hawthorne
12. Snapdragon
13. Larkspur
14. Hollyhock
15. Mayflower
16. Indian Paint-Brush
17. Cockscomb
18. Bleeding Heart

If you wish to make the cards in your set more "finished" and attractive, trace around the magazine or catalog pictures, making patterns. Cut designs from colored construction paper, and mount on oaktag, giving a poster effect. Prepare small sheets of paper, numbered (using a typewriter if possible) for answers to the quizzes. For one of my zoo quizzes I cut the score cards in animal shapes. Strive for cleverness; it pays.

Pencils were a hostess problem which was solved by buying thin unpainted ones with no erasers, cutting them in two, and painting appropriate colors—for example, red, white and blue for the July parties, and pink and blue for stork showers. Dennison seals make dandy decorations, too. I covered (pasted) one set with cloth pieces from the scrap bag for a *quilting bee.*

Another game, which is always popular, especially with garden clubs, is original. A few seeds of assorted varieties are obtained from the local seed store (gratis, as it's good advertising) and mounted with cellophane tape on small cards. When the cabbage, tomato, beet, carrot and the rest are in place they are numbered with a large number under each seed specimen. The contest can be complicated by requiring the identification of both pumpkin and squash, cucumber and cantaloupe, and so on.

Games with an educational angle go over better, and your greatest demand will be from youth groups and women's organizations. So make your quizzes with that thought in mind.

I've built up a game library to rent, complete with score cards and pencils. I suggest suitable prizes, and will conduct the games myself if the hostess desires. Charges are two dollars an hour, with all equipment furnished, or twenty-five cents a quiz when the hostess doesn't need my services. The score cards are a total loss, and the wear and tear on the quiz itself depends upon the group using it. Give the youngsters, such as 4-H, Campfire and Scouts, the older sets. The pencils must be checked back, along with the games. Most guests want to keep them, so I charge the hostess five to ten cents per pencil, depending upon how decorated it may have been.

If you try a similar project, use a little tact in circulating the rentals. For instance, see that a group of boys have the set before the girls use the same game. Girls won't mind having the same test the boys had, but not vice versa.

While my market was dumped in my lap, ready as a ripe apple, if I were to move to another community and have to establish new outlets, I would try personally getting in touch with club leaders and presidents, church and school heads. It would help to offer to conduct a game, free, for each interested group, too. Store window displays or a library exhibit should pay dividends. An unusual ad in the local paper should lead to sales. It's up to you to make your locality, be it rural or urban, game-conscious.

Don't let the numerous conventional card clubs dampen your ardor. One reason why cards are so popular is the ease with which they can be used as entertainment. You'll find groups grasping for games that are more diverting, when the "ground work's" been done.

Just a word as to conducting a game. "Size up" the participants and if the contest seems a bit over their heads, divide them into teams of three or four. "Two heads are better than one" and they'll have lots more fun, which is a prime requisite, and never forget it. Another thing, there will nearly always be at least one ingenious person in the group who will come up with an answer which is correct but isn't on the answer sheet. Give full credit, by all means.

There's the phone. Bet it's Susie, wanting something brand new and different for the lodge group tonight. Well, I've got it!

Collectanea

Anita Mohwinkel

My purse has not always been able to keep up with my collector's spirit. My dolls and antique buttons have appeared in shows, little ones to be sure. On either side of my modest exhibitions there often appeared a honey of a piece that I longed to have, to increase the value of my collection. Until finally, consumed by this thirst for expensive additions to a still mediocre assemblage, I decided to pack away my collector's items for a prospective, more opulent great-grandchild.

Still, an acquisitive nature cannot be changed. While adding to my scrapbooks one day I realized that for over twenty years I had saved notes on home nursing, articles on bazaars, recipes and handcraft projects, all carefully catalogued. These had amused me as a child, accumulated during adolescence, arrived with the furniture in my bride's apartment, became known to the younger generation as soon as their fingers coordinated, eased the boredom and misery of illness, suggested money-making ideas for the church. What better collection anywhere?

Here was one hobby where the size of the purse had little to do with the value of the compilation, for its merit lay in the use that could be made of it. I decided to get a soapbox and start on a crusade for bigger and better scrapbooks!

This is the most rewarding of all hobbies. Its cost is low. Its upkeep is interesting, and can benefit others. It is creative and is not the prideful accumulating of another's physical treasures but the grateful acknowledgment of human brain children, the recirculation of thought and information.

Equipment need be only the kitchen table, a bag of wallpaper paste, scissors and a stack of discarded magazines. Of course you can go into any hobby elaborately but, if you do not want the expense of purchasing scrapbooks, there is a simply constructed filing cabinet somewhere in your house, I am sure. A cardboard carton from the grocery store used with shirt cardboards for subject division will do nicely.

There is no age limit to this absorbing pastime. A young child will spend pleasant constructive hours cutting and pasting any colorful picture into his own book. A dish of vegetable soup beside a bottle of perfume does not seem incongruous to him. The child of seven is old enough to specialize. Just try your boy on a railroad theme or your girl on a ballet dancer series. When a child is over ten he is able to do much finer work. Then he can know the joy of giving his book to some hospital at Easter, Christmas—or Just Because. Institutions graciously welcome such donations.

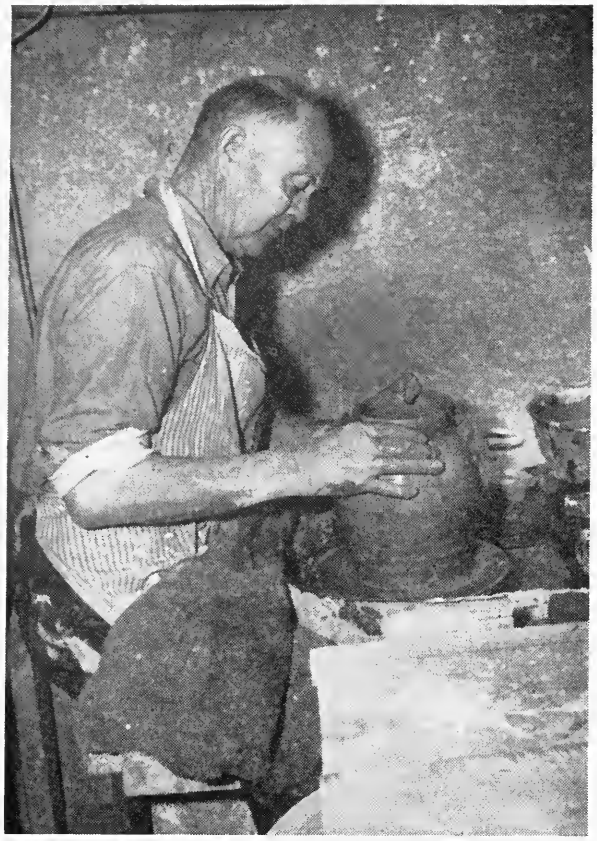
Pushing up the age scale we find the teen-ager; girls like articles that tell how to make a pin-curl, apply make-up, and the like. Boys enjoy having their airplane plans, workshops or camera projects all in one place.

The housewife who throws a good recipe in a kitchen drawer and later frantically searches for it as hubby merrily informs her of "company for dinner" would appreciate the scrapbook habit.

Men who accumulate tons of magazines for the sake of one cherished page in each, grin tolerantly at the little woman who passes the suggestion along with an alphabetized filing box.

The shut-in has the big advantage. He has more time than his fellow "scrappers" and can become an authority on any subject printable. He is the one most able to ask, "Want a scrap?" when someone wishes he knew how to delouse a dog or organize a church social. He can devise his own filing system so that no sooner has Jimmy, next door, telephoned to ask, "Have you anything on handcrafts for Boy Scout Cubs?" than the precious information is in hand, just waiting for the doorbell to ring.

Between A and Z there are many questions we'd all like answered. Become informed and informer, through your own Collectanea.



W. B. Stephen, who operates Pisgah Forest Pottery, inherited his craft; makes exquisite decorated vases.

Along the Handcraft Trail

Bill Sharpe

THE HANDCRAFT TRAIL of the southern Appalachians in North Carolina this year will draw more thousands of visitors than ever before, judging from reports from such centers as Penland, Brasstown, Asheville. They will come usually as tourists, for the handwork of the mountain people has become almost as much a "tourister attraction" as the mountains themselves, but many will come as students of the art, or as treasure seekers.

Within 100 miles of Asheville, it is estimated that over 6,000 persons make all or a substantial part of their living by fashioning things with their hands—everything from hooked rugs to expensive silverware. And the old arts not only are not dying out, as was feared some years ago, but are increasing mightily, spreading into the lowlands, winning converts from visitors, and actually importing modern products.

One of the highlights of the trail is Penland School, where hundreds of outlanders each year come to learn some fifty crafts—from gem-cutting to spinning. School is held the year around and, in the summer, the place is crowded with people from all over the world who come to learn or to brush up on craftsmanship.

The Appalachian trail winds past many a humble cottage industry, such as that of Joe Ducket's, of Watauga County, who carves ox-drawn covered wagons from wood; and the cabin of Grandma Donaldson, who makes appliqued "cow blankets" near Murphy. At the Hilton Pottery, near Marion, E. A. Hilton still tries, despite ill-health, to carry on a craft he has followed for fifty-seven years. His father was a potter in nearby Catawba County, and the first Hilton products had no cash value, since there were no tourists then, but were traded to the stores for provender. Mrs. Hilton makes costume dolls retailing for around ten dollars, and has more business than she can ever handle.

The first potter in this country possibly was Jola Weaver, who operated around 175 years ago, and a few of his pieces may still be found in mountain homes. After him came a deluge of men who inherited the craft, one of them being W. B. Stephen, creator of the interesting Pisgah Forest Pottery. His exquisite jugs and other sets are often adorned by a cameo-like relief which he lays on, free-hand, with a brush, layer upon layer. Far down in the Piedmont is the Jugtown Pottery of Mrs. Jacques Busby, carried on by descendants of the first potters ever to come to this country, and nearby is Cole's Pottery.

There are many more. You should not miss the Cherokee potters, who have never known the wheel nor glazing. Mrs. Maude Welch is the high priestess of the art and her pieces are most valued. They are made by rolling the clay out into serpentine strips, and building the jugs and vases up strip by strip, the while smoothing with her fingers. Finished and ornamented, she tosses the pieces into living coals, a firing process which gives her products an attractive multi-burned appearance.

A well-known Cherokee craftsman is Goingback Chiltoski, who does fine woodwork and sells it handsomely, too. There are many other Cherokee woodcarvers (in the tribe, only women may do pottery and basketry; only men the woodwork),

Basketry of Cherokees is one of their most notable crafts. Only women may do this work.

John Hall, of Brasstown, one of numerous whittlers, in action. Small animal figures have wide demand.

including Dan Myers who does oxen, pipes and other pieces.

Most notable of the woodcarvers who specialize in animal figures are at the John C. Campbell School at Brasstown. Several score craftsmen turn out the whittlings here, on a part-time basis, and the products are widely known and sold. John Hall's "mad mule" is in constant demand.

Twenty native weavers are doing fine towels and other fabrics in their own homes for Mrs. Lewis Norton, of Norton, North Carolina. More tourists, however, see the handweaving at Biltmore Industries in Asheville, where quality homespun cloth is made. Mrs. D. W. Cook and Mrs. Lucille Montez of Boone are noted for French knot bedspreads. There are hundreds of hooked rug makers throughout the hills.

Furniture making is less popular, but Edward Dupuey of Black Mountain is recognized as a leader in this craft. Likewise Stuart Nye, near Oteen, who has found his exquisite silver pins, rings, bracelets and other jewelry growing in popularity faster than he can produce them. Ironwork is the specialty of the two Boone brothers—Dan'l at Burnsville, and Laurence, near Asheville.

Several home-made novelties are made by Mr. and Mrs. Charles D. Richmond of Asheville who carve wooden birds (they once made them from soap); Mrs. Bessie Blauvelt, of Asheville, who makes plaques and other things from weeds, seeds, pods, and odds and ends; and E. F. Buckner, an eighty-year-old craftsman of Weaverville, who is liable to turn up with anything, including a monstrous giraffe made from wood and wire. Willie Smith, of Asheville, is a favorite of many handcraft collectors. He makes humorous little dolls, using his neighbors as models. Willie has no feet, so most of his dolls are endowed with feet that are most conspicuous. Roby Buchanan at Hawk, far off the beaten path, cuts and mounts native gems for people all over the world.

The follower of the handcraft trail will not see it all, but many shops and craftsmen welcome visitors and their admiration. The Southern Highlanders Handcraft Guild maintains a sales room in Asheville and carries a good line of crafts. Another good shop is the Spinning Wheel, on the Asheville-Hendersonville road; and Watauga Industries, at Boone, not only teaches crafts but also maintains good displays. There is a good shop at Fontana Village, and the Brasstown group has both a sales outlet and a pioneer museum, to which visitors are welcome. There are many more obscure workers, unknown to souvenir shoppers, but who fashion everything from hand-riven shingles to split-bottom chairs "which will never wear out."

The adventurous handcraft fan (and his legion is growing) will find many delights in the hills of the Blue Ridges and Smokies. His best start is to consult the centers mentioned in this story; but there is a good chance that he will uncover wonderful things of which even they know nothing.

Standards for Municipal Recreation Areas

A study of the standards proposed by national agencies, local and professional planners.

Part II

The neighborhood park is intended to provide a place for quiet passive recreation for persons of all ages.

Parts of the large recreation park should be wooded with trails for walkers, shelters at strategic spots.

A playfield should offer various facilities which will take more space than is available on the playground.

George D. Butler

Elementary School Sites

THE SCHOOL PLAYGROUND has been listed in a few reports as a standard type of recreation area, designed primarily to serve the play needs of the children enrolled in the elementary school. For many years leading authorities in the field of education have recommended that no elementary school—except one or two room rural schools—should be built on a site of less than five acres. State education departments have urged the acquisition of large school sites, as in West Virginia, where the minimum recommended area is two acres for a building of one or two rooms, with an additional acre for each additional class room up to ten rooms. At its 1946 annual meeting, the National Council on School House Construction approved the following: "For elementary schools it is suggested that there be provided a minimum site of five acres plus an additional acre for each one hundred pupils of ultimate enrollment. Thus an elementary school of 200 pupils would have a site of seven acres." In all cases, school site standards are based on the supposition that a large part of the site be developed for a playground, and, increasingly, that it be developed for community recreation use.

Areas of the size recommended by school authorities cannot be justified if designed exclusively for use during school hours. It is neither economical nor practicable to provide in each neighborhood both a standard elementary school playground and another playground designed to serve neighborhood needs. For this reason, a single playground, preferably located at or near the school

site, but developed to meet the needs of the entire neighborhood population, is required in each neighborhood, and provision of such an area is recommended by most authorities. School site standards call for properties that are ample in size, if properly developed, to serve both school and neighborhood needs. Delegates to a National Facilities Conference held in 1946 proposed, as the basic neighborhood unit in the city's recreation system, the "neighborhood park-school" of approximately ten acres, combining the essential features of the neighborhood playground, the neighborhood park and the elementary school site. (See Detroit diagram of playground with existing school, June 1948 RECREATION, page 109.)

Junior Playgrounds

In certain densely built-up neighborhoods, where land prices are high, it is impracticable, under present conditions, to acquire an adequate neighborhood playground, and smaller properties must sometimes serve. Because it is not possible to install on these properties the standard facilities provided on the neighborhood playground, the use of these areas is generally limited to younger children. In Detroit, for example, junior playgrounds from two to four acres are suggested in certain neighborhoods, to serve children from six to ten years of age. The National Facilities Conference suggested that two or three acres be acquired for this type of area. The junior playground should not be considered as a standard unit of the municipal recreation system, but rather as a modification of the neighborhood playground.

The Playfield

The playfield—sometimes designated as the district playfield—is the type of area that provides a variety of facilities primarily for the use of young people and adults, although a section is usually developed as a playground for the children of the surrounding neighborhood. It makes possible valuable and popular forms of recreation that require more space than is available on the playground. The playfield is a multi-purpose area providing facilities and activities for all ages and it serves as a recreation center for several neighborhoods. A portion of the playfield is sometimes developed as an athletic field for highly organized sports such as baseball, football and track.

Size. Ten to twelve acres are suggested as a minimum size for a playfield and twenty to thirty acres as the desirable size. The National Park Service proposes fifteen to thirty acres; Cleveland and Cincinnati, ten to thirty acres and Detroit, from thirty to sixty acres. Where a larger property is obtainable, its development as a playfield-park, with a section of the property serving as a neighborhood park, is desirable. The National Facilities Conference suggested that the "park playfield" have from twenty-five to forty acres.

Most authorities recommend that one acre of playfield space should be provided for each 800 of the total population of the city. Of the authorities studied only Cincinnati, Ohio, and Cambridge, Massachusetts, suggest an acre for each 1,000 of the population.*

Location. The playfield normally serves four or five neighborhoods and it should be as central as possible to the neighborhoods or community it is intended to serve. In general it is advantageous to locate the playfield at or adjoining the junior or senior high school site in order that it may be available for both school and community use.

There is general agreement that a property of the playfield type should be provided for not more than each 20,000 population. The National Recreation Association suggests that for a population of 20,000 two playfields are preferable to one. Cleveland and Cincinnati suggest a playfield for each 15,000 to 25,000 people.

Most authorities, among them the National Park Service, the Federal Security Agency, the National Recreation Association, and planning agencies in Cleveland, Kansas City and other cities recommend that a playfield should be provided within from one-half mile to one mile of every home, the desirable distance depending upon population density and ease of access in the community. The National Resources Planning Board believes there should be a playfield within a half-mile of all citizens. Cambridge, a densely built-up city, suggests one-half to three-quarters of a mile as a desirable service radius; Dallas, one mile; Cincinnati, one mile—with one and one-half miles in low density areas; and Detroit, up to a maximum of one and one-half miles. (In every case, as is true for the playground, the radius indicated should represent walking distance rather than a radius marked on the city map.)

Features. The playfield should provide most of the following features:

Separate sports fields for men and for women—for such games as baseball, football, field hockey, soccer, softball.

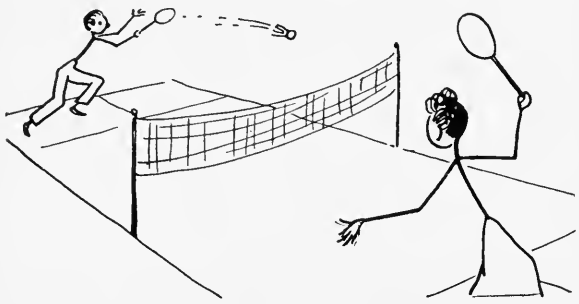
Courts for tennis, bocci, horseshoes, shuffleboard, roque, paddle tennis and other games.

Lawn areas for such activities as croquet, archery, clock golf.

*This standard was proposed in 1937 by the National Recreation Association, but was later revised.

Outdoor swimming pool.
Outdoor theater or band shell.
A few fireplaces, tables and benches for small group or family picnics.
Recreation building.
Children's playground.
Running track and spaces for field events.
Center for day camping.
Landscape park area.
Area for parking automobiles.

Many of the features in the playfield should be lighted for evening use.



Secondary School Sites

Since many playfields are developed on or near junior and senior high school sites, standards recommended for such properties are of interest. School authorities have long urged that at least ten acres be provided for each junior high school site and up to twenty acres for each high school site. The National Council on School House Construction in 1946 approved the provision of a minimum site of ten acres for secondary schools, plus an additional acre for each 100 pupils of ultimate enrollment. Thus a high school of 500 pupils should have a site of fifteen acres. Since, in proper planning, much of the high school site would be available for recreation use, it is clear that the school standards do not differ widely from those recommended for municipally owned and operated playfields.

At the National Facilities Conference the "community park-school" was suggested as a standard unit. It is essentially a combination of the playfield, neighborhood park, and high school site. Space requirements for a community park-school to include a junior high school were indicated as twenty-five acres; a senior high school, forty acres. A portion of the latter site would be developed as an athletic field for interscholastic sports.

The Neighborhood Park

The neighborhood park is a relatively small area primarily intended to provide an attractive neighborhood setting and a place for quiet passive recreation for people of all ages living in the neighborhood. As previously indicated, a neighborhood park is sometimes combined with a playground or playfield, in which cases the area is known as a neighborhood park-playground or playfield-park. Where properly located space is available, there are advantages in combining these types of areas.

Size. Because of the nature of the neighborhood park, its space requirements are less susceptible to standards than in the case of the playground and playfield. Where suitable land is readily available, especially if it is not adapted to other community uses, much more space may be acquired to advantage than is needed to meet minimum requirements; some properties with the characteristics of a neighborhood park approach 100 acres in size. One and one-half to two acres is the minimum recommended by the American Public Health Association's Committee, the National Recreation Association and Chicago and Cincinnati planners. Four to seven acres are suggested in Cleveland and Kansas City, although in the latter city two to four acres are considered adequate if the park is developed adjoining an area used for active recreation; five acres up to fifty acres, by the regional planning authorities in Cleveland and Milwaukee. From ten to twenty acres are recommended in Dallas, although acquisition of properties up to fifty or 100 acres is recommended where conditions justify.

Few authorities have estimated the overall neighborhood park acreage requirements of a city, although in Cambridge, Kansas City, Cleveland, Cincinnati and Milwaukee one acre for each 1,000 people has been suggested. This is somewhat less than the amount recommended for playgrounds and for playfields in most cities. The American Public Health Association's Committee proposes, with good reason, that more neighborhood park space be provided in neighborhoods with a multiple-family development than in those with one- or two-family dwellings. Its recommendations vary from two acres per 1,000 persons in the former type of neighborhood with 1,000 population, to seven-tenths of an acre per 1,000 persons in a neighborhood of one- or two-family dwellings with 5,000 population.

Location. The neighborhood park should be located as near as possible to the center of the neighborhood it is intended to serve. In general, a park should be provided for the same population group that needs a playground, although in residential single-family neighborhoods, with large home sites, a park may not be needed.

The accepted radius of the neighborhood park

is variously indicated from one-quarter mile to one mile, but seldom more than one-half mile.

Features. Neighborhood parks usually consist of an area with open lawn, shrubbery, trees, walks and benches and one or more features such as a pool, bandstand, fountain, sun dial, sandbox or other play apparatus for small children, and tables and benches for quiet games. One or two planners have suggested that the children's play apparatus, courts and fields for games and other facilities for active recreation be installed in the neighborhood park. Such a proposal is subject to question unless a section can be set aside and developed as a playground, in which case the property assumes the characteristics of a combined neighborhood park and playground.

Large Recreation Park

This area affords the city dweller an opportunity to get away from the noise and rush of city traffic and enjoy contact with broad expanses of natural scenery, but its primary purpose is to provide a pleasant environment in which he can engage in a variety of recreation activities. It is designed and developed for the enjoyment and diversified use of large numbers of people.

Size. Most authorities recommend 100 acres as a minimum for this type of park, although the American Public Health Association's Committee mentions fifty acres as a minimum, and the Federal Security Agency indicates that a park of less than 100 acres may be adequate in a small community.

It is seldom possible to secure the desired effect in an area of less than 100 acres, and it is not often possible to acquire suitable areas of more than 300 acres within the city limits, although several cities have such parks that exceed 1,000 acres. Three to four acres per 1,000 population are suggested by the American Public Health Association.

Location. Each small city should have a park of this type and there should be one in every major section of a large city. Several authorities indicate that such a park is needed for each 40,000 population. The location depends upon the availability of land that is suitable in size, topography and other natural features. The American Public Health Association suggests that a park of this type should be within walking distance or accessible by means of public transportation to the entire community. The National Park Service indicates that there should be a park within one to three miles of every citizen. The National Facilities Conference suggests that a park of this type be within a maximum radius of two miles of every residential neighborhood.

Features. Parts of the area should be in various types of woodland, open lawn, meadow and stream valley, wherever possible. Facilities for boating, swimming, picnicking, winter sports, hiking and field sports are desirable. A zoological garden, bird sanctuary, botanical garden and nature museum are often desirable features. A secluded section may be set aside for a day camp. Roads are needed to provide access to centers of greatest use but should be kept at a minimum. Paths for walkers should be numerous, and comfort stations and shelters should be located where people congregate in large numbers.

Reservation

The reservation is an extensive area of diversified scenery kept primarily in its natural state. Its purpose is to preserve the scenic features of the area for the enjoyment of the people and to provide a setting for limited forms of recreation. Many cities do not own a reservation but rely upon state or county authorities to provide properties of this type. Regional park systems are composed, in part, of reservations.

Size. One thousand acres or more are usually needed for the reservation. If smaller, it is likely to receive too intensive use, which spoils the native conditions of the area.

Location. This type of property is usually located near or outside the city limits. Seldom can a suitable site be found within the city. Ready access by automobile or by public transportation is essential to satisfactory use.

Features. A minimum development appropriate to the area is generally desirable. Overnight or long term camps, picnic centers and facilities for water sports and winter sports may be provided. Play equipment and sports fields are rarely developed except in relation to camping and picnic centers. Large sections of the reservation are accessible only by hiking or bridle trails. A nature trail or museum, bird sanctuary, game preserve or center for nature study is a common feature. Buildings are needed at centers for winter sports,

camping, picnicking, swimming and boating; shelters are sometimes provided along trails or at lookout points, and parking areas are essential.

The Parkway

This is essentially an elongated park with a road extending throughout its length. It is usually located along a ridge or stream valley. The parkway often serves to connect large units in a park system or to provide a pleasant and easy means of travel between the city and the outlying region. It is rarely found except in the park system of a large city or metropolitan area. Because of its nature, standards cannot readily be suggested for its size or location. The parkway is usually several hundred feet in width and portions of it are often developed for various recreational uses.

Special Recreation Areas

Areas which provide facilities for a specific form of recreation include a golf course, campsite, bathing beach, swimming pool and athletic field or stadium. Often these facilities are provided in types of properties previously described, but special sites are commonly acquired for them.

The Golf Course. Fifty acres or more are needed for a nine-hole course and one hundred acres or more for an eighteen-hole course. Land with uneven topography and some woodland is most suitable. Golf courses are usually built on properties near or outside the city limits because of the difficulty of acquiring suitable sites near built-up neighborhoods. Because the game requires considerable time, ease of access is less important than with many other types of areas. A club house is needed and tennis courts, a bowling green, and other game courts are sometimes provided nearby. The course is often used for winter sports.

The Bathing Beach. The bathing beach area usually consists of a tract adjoining a lake, river or ocean. Its location is therefore determined by the availability of water area. Its size is likewise dependent upon local factors, although a water frontage of several hundred feet is desirable. A bathhouse and parking area are needed and playground apparatus, game courts and picnic and refreshment facilities are generally installed.

The Swimming Pool. Occasionally a separate area is acquired for the swimming pool. A space as small as one acre will serve for a neighborhood pool, but several acres are needed for a large pool which will attract people from a considerable radius and at which ample parking space must be provided. A bathhouse is needed, and a sand beach and courts for games and play activities are frequently built at the pool.

Athletic Field or Stadium. This specialized type of center is intended primarily for highly organized games and sports designed to attract a large number of spectators. Five acres are the absolute minimum size on which a field can be developed, but ten acres are preferable. Twenty acres or more are needed at a field or stadium seating large numbers of spectators, because an extensive parking area is required. This type of center is often established on a high school site or as part of a playfield development.

The athletic field or stadium usually provides a quarter-mile running track, a football or soccer field, baseball diamond and facilities for field events. Unless locker, shower and toilet rooms are provided for participants under the stadium or in a nearby school building, a special field house is required. Toilet facilities for the public are also essential. The entire area is enclosed by a wall or fence at most athletic fields.

The Municipal Camp. Most municipal camps are established in large parks or reservations or on land leased from county, state or federal authorities. Some cities, however, have acquired special camp properties—in a few cases, many miles from the city. The minimum desirable site is twenty acres; some camps occupy several hundred acres. The site should be in a comparatively secluded area, partially wooded, and should contain a body of water suitable for swimming or have ready access to one. Sleeping cabins, dining room, recreation hall, nature museum, service buildings, boathouse and infirmary are among the many types of buildings provided at the municipal camp.

The day camp, which has become very popular in recent years, requires only a few acres although it is desirable that the campers have easy access to a larger property. A shelter building is the only structure needed in a day camp but a craft shop and nature museum are useful features.

Conclusion

Cities vary in the recreation interests of their people and in climate, scenic resources, population distribution and economic and social factors. Specific recreation space standards, therefore, that will apply with equal effectiveness in all cities, cannot be prescribed. Experience has demonstrated, however, that a well-balanced neighborhood recreation program requires fairly well-defined areas and facilities, located in relation to the homes of the people. Other outdoor activities are possible only when various areas of proper size

and development are made available. The preceding statement should serve as a guide in appraising a city's recreation areas and in determining the properties which are required to serve unmet needs. Occasionally compromises are necessary but they should be recognized as such and not be accepted as representing a normal pattern.

The striking increase in public demand for recreation during the past two decades has made necessary an appreciable upward revision of space standards. If the trend continues, present-day proposals will seem just as out-of-date a few years hence as the standards suggested early in the century are inadequate for present needs.

The procedure for planning and developing a system of municipal recreation areas is not considered in this statement. It is axiomatic, however, that the planning of such a system necessitates a knowledge of recreation standards and close cooperation with the planning authorities of the city or region. Equally important are the creation of adequate machinery within the local government for the operation and maintenance of the recreation areas and facilities, and the employment of a trained, competent leadership staff. The acquisition and development of areas for recreation are not ends in themselves; they are rather essential steps toward the provision of satisfying recreation opportunities for the people of a city.

A Brief Bibliography

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Tentative Outline

30th NATIONAL RECREATION CONGRESS

FONTENELLE HOTEL, OMAHA, NEBRASKA — SEPTEMBER 26-30, 1948

	9:15 - 10:45	11:00 - 12:30	12:45 to 2:15	2:30 - 4:00	4:15 - 5:45	8:15 - 10:00
SUNDAY SEPT. 26	Registration Opens Fontenelle Hotel			American Recreation Society (Professional Organization. See Society Program.)		GENERAL OPENING SESSION At Joslyn Memorial
MONDAY SEPT. 27	*Conference for Chief Executives of Local Recreation and Park Agencies	DISCUSSION GROUPS Recreation for Older People Camping Drama Vacation and Tourist Recreation		DISCUSSION GROUPS Children 7 to 10 Family Recreation College Recreation Programs	*Activity Sessions* Arts and Crafts Folk Dancing Social Recreation Music Drama	GENERAL SESSION Play Night
	*Industrial Recreation Conference, Fontenelle Hotel (See Special Program) *Church Recreation Conference and Training Program—Rome Hotel (See Special Program)					
TUESDAY SEPT. 28	DISCUSSION GROUPS Volunteers Planning the Neighborhood Recreation Area Recreation for Girls and Women Community Sports and Athletics State Agencies I Personnel Standards I	GENERAL SESSION *Summary Reports* Recreation for Older People Camping Drama Vacation and Tourist Recreation Children 7 to 10 Family Recreation College Recreation Programs		DISCUSSION GROUPS Public Relations Clinic Teen Age Recreation Problems of Board Members State Agencies II Swimming Pools Personnel Standards II	*Activity Sessions* Arts and Crafts Folk Dancing Social Recreation Music Drama	GENERAL SESSION
	*Industrial Recreation Conference—Fontenelle Hotel (See Special Program) *Rural Recreation Conference and Training Program—Rome Hotel (See Special Program)					
WEDNESDAY SEPT. 29	DISCUSSION GROUPS Park Recreation Problems Hospital Recreation Problems of Cities: 5,000 — 25,000 25,000 — 100,000 100,000 — 300,000 Over 300,000 Reservoirs and Water Areas	GENERAL SESSION *Summary Reports* Volunteers Neighborhood Recreation Area Recreation for Girls and Women Community Sports and Athletics Public Relations Teen Age Recreation Problems of Board Members State Agencies Swimming Pools Personnel Standards	American Recreation Society Luncheon	Tour of Omaha American Recreation Society (Business Meeting)	*Activity Sessions* Arts and Crafts Folk Dancing Social Recreation Music Drama	GENERAL SESSION Congress Ball
	*Small Community Recreation Conference and Training Program—Rome Hotel (See Special Program)					
THURSDAY SEPT. 30	DISCUSSION GROUPS Training Young Adults 21-35 Long Range Planning Indoor Recreation Centers Nature Activities County Recreation Programs Recreation Magazine	GENERAL SESSION *Summary Reports* Park Recreation Problems Hospital Recreation Reservoirs and Water Areas Training Young Adults 21-35 Long Range Planning Indoor Recreation Centers Nature Activities County Recreation Programs Recreation Magazine	National Recreation School Luncheon	*Special Meetings* This period left free for arranging special meetings	*Activity Sessions* Arts and Crafts Folk Dancing Social Recreation Music Drama	CLOSING GENERAL SESSION

*All Day Sessions

Write for Complete Preliminary Folder

A Desert Playground Breathes the Romance of the Southwest

ARIZONA GOLD

Cedric Austin

GENEVIEVE C. PARCHER well described South Mountain Park when she wrote: "The romance of historic adventurers' footprints, the thrill of exploring majestic and fantastic geologic mazes, the challenge of unreadable prehistoric Indian writing, the bouyant lift of a day in the sunshine under the blue Arizona sky, the peace of solitude when you crave to be alone with nature, the joy of a frolic with your friends away from the atmosphere of city streets, the smell of a campfire on the evening breeze; all these South Mountain Park can give you.

"Spanish explorers and Yankee prospectors searched for hidden gold in Arizona mountains and canyons; the gold of her sunshine is Arizona's real wealth. Only seven miles from the heart of her greatest city, Phoenix, is the largest municipal desert and mountain playground in the country, South Mountain Park, where gold is free to all who seek it. Just drive seven miles through groves of sun-ripening citrus trees, directly into the park."

For many years after Phoenix began to grow into a modern city, riders, hikers, and nature lovers took it for granted that there would always be plenty of recreational acreage in the valley. As more and more land was put under cultivation, farsighted citizens convinced the City Commission that they should purchase all of South Mountain —14,000 acres—for a public park. It was then public domain,

An article in a Chamber of Commerce publication stated in April, 1924: "For some time the City Planning Commission has been carefully considering the needs of Phoenix for the future, as well as for the present; and for the past eighteen months they have had in mind a mountain south of the city as a playground for the people of Phoenix, but could not get concerted action.

"Six weeks ago Mr. James Dobbins was made chairman of a committee on this particular project and in just six weeks he has 'turned the trick.' The playground is assured.

"Our City Commission, cooperating, has again knocked a home-run and our City Planning Commission has demonstrated its usefulness and farsightedness. This is what Daniel Webster defines as progress."

In 1937 the entire area was turned over to the Park Board for a little over $18,000. The acquisition of the land is a long story—letters, telegrams, many fat files bulging with papers crisp with age. It took more than twelve years finally to complete the entire transaction. A payment of $18,142.47 was made to the Land Office October 6, 1924, for approximately 14,000 acres under the Act of Congress June 7, 1924. Later—March 3, 1925—151.13 acres were added. The act was amended February 8, 1927, disallowing mining claims. The land acquired was as follows:

Patent from government to city:

September, 1927	9,215.70 acres
October, 1927	151.13 "
September, 1930	3,329.06 "
September, 1931	382.65 "
March, 1935	355.82 "
Leased from State Land Department, July 1, 1930, and purchased for $1,941.66, February 20, 1936	640.00 acres
38 year contract; 38 equal payments 5% per annum on deferred payments.	
Gift, December, 1932	102.50 acres
Gift, March, 1934	640.00 "
Total acreage	14,816.86 acres

During the late thirties, extensive development took place with the help of both CCC projects and prisoner labor. Springs were developed, water and electric wiring were piped underground to picnic areas; trails were developed, roads constructed and permanent buildings erected. War time restrictions on labor and material cut down road

repair and general park maintenance, but extensive postwar plans are ready and waiting for proper financing.

The South Mountain Park of today covers many points of interest. Among one of the most scenic trips is the one to Dobbins Lookout, five miles by car from the park entrance, elevation 2,330 feet. From the rugged stone structure at the Lookout, windows disclose a panorama of vivid contrast and color in four directions, 14,000 square miles of view. Southward through Telegraph Pass one can see where the first telegraph line into Phoenix came across the mountain. There are rest rooms located at Dobbins Lookout; the area, however, is restricted as to picnicking.

If you are a brisk hiker, you may choose the trail on up to the Suppoa. The top, marked with a flagpole, is 2,700 feet. On the other hand, De Niza Rock lies in the eastern part of the mountains. After passing through Guadalupe, a Yaqui Indian village, your route is off the pavement, leading through a loop trail.

Fray Marcos De Niza was a Franciscan friar who made an arduous missionary journey through the southwest in the early 16th century. He repeatedly heard tales of fabulous cities to the north, filled with gold and jewels.

Returning to Mexico, he so fired the imagination of the Spanish viceroy Mendoza that he outfitted an expedition to find the "Seven Cities of Cibola." Coronado, in a suit of golden armor, led the party of 300 horsemen and a thousand Indians, accompanied by De Niza. After months of travel De Niza was so discredited that he returned in disgrace; Coronado searched for years and never found the fabled cities.

The carved inscription, translated by F. Capistan, a Franciscan father, reads, "Coronado, where he passed from Mexico to Aycos in the year of our Lord, 1539." Aycos, according to historian J. J. McClintock, is probably Acoma. The lettering is allegedly sixteenth century ecclesiastical Spanish. Its historical value lies in the fact that, if authentic, it indicates part of the route taken by Coronado.

To really enjoy the park, one should see it in true Western style—from the back of a horse. A good string of capable, sure-footed, well-cared-for saddle stock and equipment are available at all hours. One of the most interesting day or overnight trips is to Hidden Valley. You ride through a prehistoric picture gallery, Hieroglyphic Canyon, its walls covered with petroglyphs, or rock pictures. Next is the lovely natural phenomenon, "Arrowhead Monument"—and don't miss Twin Sisters Peaks as you drop through a natural rock tunnel into Hidden Valley. Here you can hike to Phantom Hitching Rail, inaccessible on horseback.

Now you are ready to wind through picturesque Pima Canyon before returning by way of Buena Vista point.

These are but a few of a variety of intriguing trips. Some thirty miles of well-marked hiking trails network the most attractive points of the park.

This was at one time Indian territory. Indian remains in the park indicate that the mountain was a favorite hunting ground for many generations, but that probably it was only a temporary home during the hunting season. Evidence that it was also used as a sacred area by the ancient Hohokam was disclosed by the discovery of numerous shrines surrounded by ritual objects.

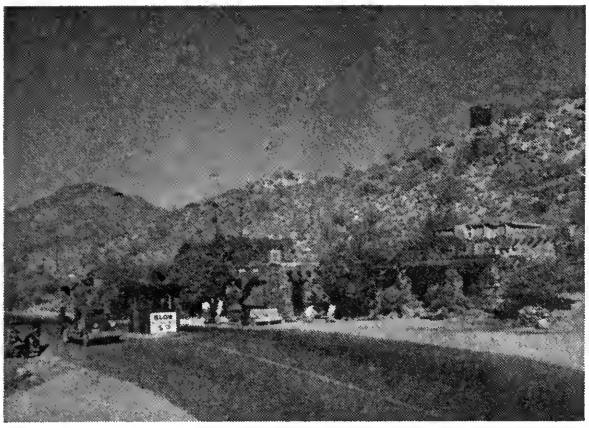
Giant cliffs of weathered granite carved by wind and water into thousands of fascinating shapes delight the imagination of artists, hikers, and explorers. The park's most interesting geological wonder is the "Chinese Wall," a natural dike made of black lava stretching like the Great Wall of China over the top of the mountain due east and west.

Almost all varieties of Arizona cacti can be found at various altitudes and exposures. Botanists have identified more than 300 specimens of plant life of various kinds. The public is asked not to pick the flowers or damage trees, shrubs, and cacti.

No hunting or trapping is allowed and firearms are not permitted. Even predatory animals and birds are protected by law. Areas have been set aside as game refuges and wilderness areas where no roads will ever be built.

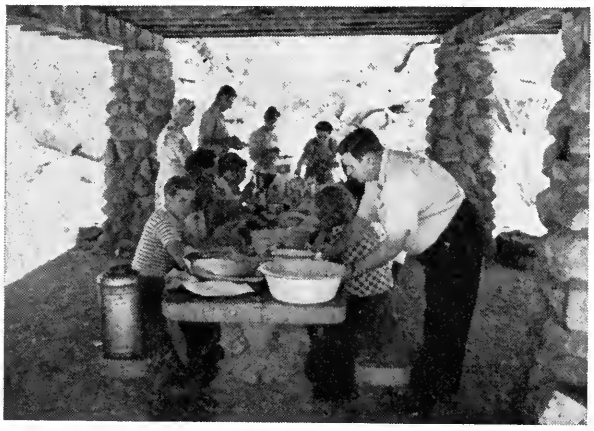
There are three planned picnic areas with tables, benches, drinking fountains, electric lights, parking facilities, garbage disposal units, rest rooms and fireplaces. These areas are Piedras Grandes, Las Ramadas, and Las Lomitas. The last two are planned for large parties, Las Ramadas having eight tables, each seating twenty-five people, while Las Lomitas has twelve tables the same size. An open air dance platform or skating rink is available for parties by reservation. Piedras Grandes is fitted up as a special playground with swings and other apparatus. All ramadas are lighted; and recently we have lighted thirty small individual tables distributed around the Piedras.

Some outlying picnic areas are partially developed, having stone structures, tables, and fire grates, but as they are not provided with water, lights, or refuse disposal, are somewhat restricted



Records of past year show over 3,000 cars per week entering park; in spring, over 2,500 cars per Sunday.

Here one finds the buoyant lift of mountain air, the peace of solitude, the smell of an evening campfire.



There are planned picnic areas with parking facilities, shelters, tables, fireplaces, electric lights and water.

Western square dance group enjoying "Valley of the Sun" on mountain platform beneath Arizona skies.

for picnic use at present.

The Administration Area, located at the park entrance, includes custodian's quarters and office, Rock House concession, concessionnaires' quarters, helpers' quarters, stable concession, bunk house and two landscaped parking areas.

The Hideout area, just off the beaten path to Piedras Grandes lower area, is an adobe structure with small living quarters, an adobe wall enclosure, outside dance floor and large outside fire grates for frying steaks. Until recently the forty car capacity landscaped parking lot has been let on concession.

Other park facilities include twenty-six miles of automobile roads, forty miles of saddle trails, 185 hand-carved directional signs, 11,905 feet of underground electric cable, 2,000 feet of underground telephone cable, 60,000 gallon water storage tanks and 16,000 feet of water line.

Recent developments having a definite bearing on the operation of South Mountain Park include such matters as: the use of the old CCC barracks and camp, during the war, by the U. S. Engineers and the housing of the Army Headquarters Company; the renovation of the CCC barracks, transforming them into an emergency veteran's housing unit making available apartments for sixty-five families; the housing of city prisoners in the Hideout area, an emergency which has now been eliminated; the use of prison labor repairing roads and picnic facilities; the drilling of a new well two and one-half miles north of the park at a lower elevation to supply needed domestic water; the increase in operation staff from one custodian to four employees—a manager, custodian, night gate and patrol man, and one day man for handling prisoner labor, repair and cleanup; the charges and fees; and the installation of an entrance control gate.

At present there is no charge for day use of facilities—except when reservations are made in advance, a twenty-five cent table fee is assessed. After five p.m. a gate man controls the entrance where a twenty-five cent per car charge is made with no fee for reservations or lights. The car charge is experimental and considerable elasticity is allowed to take care of large parties and picnics.

Discussion has arisen over this feature of charges and fees; therefore, very accurate records are being kept, which, after a six months' period will give some indication as to the advisability of such a program.

Records of the past year show that an average of over 3,000 cars per week enter the park. During the spring of the year, the traffic counter has recorded over 2,500 cars on a Sunday.

Yes, South Mountain Park is popular; it has possibilities beyond our dreams. Someday it will be Arizona's greatest playground.

Uptown, Downtown, Crosstown

Churches are in neighborhoods where people live . . .

Harriet Batt

CHURCH RECREATION FACILITIES, while private in nature and support, are essentially city-wide. Recognizing this, community recreation authorities should feel a definite responsibility to do everything within their power to see that these facilities which, in most cases, have not been used to capacity, are utilized to as great an extent as possible.

Lincoln, Nebraska, is a city of churches—uptown, downtown, crosstown. Authorities declare that there are 110 churches in this city of 100,000 people. Lincoln's churches are recognizing their responsibility to their youth and are making a conscientious effort to supplement religious instruction with wholesome, invigorating, and attractive leisure time activities.

Church recreation facilities represent a large block of the available resources of every community. Some of the larger churches are well-equipped and staffed to carry on a rounded program in their church buildings. These require little assistance from an organized department. Leadership is requested more frequently by the smaller church whose capable volunteers understand the needs of their youth and are interested in helping them to grow by planning interesting, well-rounded programs.

Church groups have been using city recreation facilities, to some extent, since the department was first organized in 1925, but a special program, called Church Recreation Service, was set up in the fall of 1946. A letter was sent to each minister inviting his church to participate in the program. A return card was enclosed on which he was asked to list the volunteer leaders from his church who should receive future information regarding the service. The response was excellent, and the first bulletin came off the mimeograph in October. Printed games are easily read, but much more likely to be used if people participate in them. So a "take-part-in-it-yourself" group was formed, the name "Recreos" attached, and a formal Church Recreation Service became an official part of the recreation department.

On the third Thursday of each month, the Recreos gather at the Municipal Recreation Building to take part in those games listed in the bulletin which would take more than a quick reading to teach effectively—musical mixers and trick games in particular. A "sharing of ideas" period, a light lunch planned by one of the church groups, a good-night mixer, followed by a Friendship Circle round out an evening of good fellowship. At Christmas time a brief worship service was included to demonstrate the transition of moods. Participating members are invited to bring members of their groups if they choose. For special functions, as many as fifty-five have attended, although the average group is about twenty-five in number. Some members have used their training by becoming summer playground directors.

Bulletins are published the first Saturday of each month on special church recreation stationery.

Each one usually contains an illustrated seasonal party plan, a collection of a certain type of game (e.g., "Games for Small Spaces") and a page of leadership aids. In the fall, tips on leadership were concerned with planning an effective year's program in terms of the needs of groups plus available facilities and personnel. Questionnaires filled out at the initial Recreos meeting in October guided the selection of subject matter for the remainder of the bulletins, which included leading party singing, musical mixers, action games, and the like. The present mailing list includes sixty-nine persons representing thirty-three churches. As new people come into the office for special church party help, they are added to the list and also invited to come to the Recreos meetings.

The Inter-Church Athletic Council has conducted a very extensive and well-organized athletic program for boys, using YMCA facilities, for over twenty-five years. Similar activities for girls were not carried on until the summer of 1947 when the city recreation department set up an inter-church volleyball league with six teams participating. A winter league brought out six more teams and this summer, a church softball league is on the agenda. At the end of each season, a trophy is awarded to the winning team and a plaque to the runner-up. One of the larger local churches permitted the use of its gymnasium without charge for practice periods for any of the groups. Girls from twelve to sixteen years of age seem to be the most interested in the athletic program.

Still in the experimental stages are the youth centers which have been organized where the community feels a need and where the church facilities are adequate. In the fall, when an announcement of the Church Recreation Service was sent to every pastor, the churches were invited to set up centers. The department volunteered to pay a leader to supervise the program which would be expected to include any young person in the neighborhood regardless of church affiliation. The church was to set up its own advisory committee. Three have responded, two in suburban areas. Another large church is planning a regular "family fun night" once a month for next winter.

The Community Service Department of one church has set up a program to include entire family groups. First, second, and third graders meet in a Sunday school room one afternoon each week for games and a story hour, a church mother supervising. The same afternoon, a college-boy-director conducts organized play in the gymnasium for the fourth, fifth, and sixth grade youngsters. He also supervises gymnasium activities for junior and senior high students one evening per week—volleyball, basketball, shuffleboard, table tennis, table hockey, and so forth. Once a month a full-length children's movie is shown. Occasional special parties for families are held, such as those on Hallowe'en. The center opens in late October and continues through early March.

There are a number of outlying communities which must depend on supposedly regular bus service for downtown recreation. Two churches solved this problem by opening centers, one on Thursday nights, and one on Saturdays. Both had paid directors. One group was interested in social games, hayrides, and such general group activities. The other, the Saturday night group, wanted to learn to dance. So a Community House was opened to them and a "teacher" paid by this department. One of the members supplied a phonograph and records. The snack bar committee sold pop and various mothers supplied other refreshments. A young couple who sponsored the Sunday night league group agreed to oversee this group also. Special parties were planned and all young people who lived in this rather remote area were invited.

Experience showed that a program for this enthusiastic group of late junior high and early senior high students needs to be rounded to keep both boys and girls interested. Therefore, plans are already underway for the coming year, calling for a balanced program of athletic and social activities, with less emphasis on dancing for this group of fifty, because the community house also boasts a gymnasium.

Folk dancing is becoming increasingly popular for church groups. Upon request, the local Coun-

Teen-age jivesters of Dedham, Massachusetts, are also hep to the lively fun in old-fashioned folk dancing.

cil of Folk and Square Dancing sends out callers who are also instructors. Every age group seems to find the activity enjoyable, although the married couples' groups appear to be the most interested. Musical mixers and games are very popular with all groups from junior high on up. The department is frequently called upon to supply leadership for this type of activity since the average leader is not sufficiently trained.

This department receives many calls to assist with the planning of special parties and programs such as carnivals, picnics and banquets. When youth rallies, sponsored by various churches, occur, staff members are sometimes requested to conduct the recreation periods. There have even been calls to conduct a regular Sunday night recreation period for one church's junior high students and for a supervisor to go out and conduct Bible School recreation for a ten-week period. It would be impossible to supply trained persons for all the church groups in the city. Therefore, it is recommended that each church select its own leaders and that those leaders take advantage of the Church Recreation Service. However, for especially large gatherings or a once-a-year social function, staff members do conduct the recreation activities.

All regular equipment and facilities are available to church groups. This includes mimeographed materials of all types, picnic loan service, social recreation consultation service, and an ample library.

Churches are in neighborhoods where people live. They are in a most strategic position to provide a vital recreation program and, under capable leadership, can attract and hold young people. Lincoln has taken several steps in this direction and hopes to be walking more rapidly soon!

Food With That Picnic Flavor

Clark L. Fredrikson

VOLUMES HAVE BEEN written on outdoor foods and cookery. There are countless recipe books in which one can find appetizing dishes suitable for the outdoor menu, but here are a few simple tested suggestions suitable for all types of outdoor cooking equipment and fires which are certain to make a "hit" at any picnic.*

Sandwiches

Picnic sandwiches should not always be the ham sandwich variety. You will be surprised to discover what excitement some new concoction will cause and one shouldn't forget that most people like to share in the preparation of their eats. Place on the table the raw materials—breads of different kinds; jars filled with a variety of good things—jams and jellies, peanut butter, meat spreads, cheese, relishes, mayonnaise; sliced meats, tomatoes, lettuce, and the like—and let the picknickers make their own sandwiches. If sandwiches containing moist fillings and salad combinations are prepared beforehand, make them as short a time before serving as possible. A number of sandwiches and sandwich fillings are suggested below. To the fillings add seasoning to taste.

Cheese Bobs: Securely wrap a piece of cheese—about an inch square—in a piece of bacon. Pierce with a stick and broil over hot coals. Have a buttered roll all ready to drop the "cheese bob" into it when the bacon is done.

Honey Cinnamon Toast: This can be prepared at home and carried in a small jar. Mix warm honey and creamed butter together with two parts honey to one part butter. Add a generous sprinkling of cinnamon and beat well. Spread thinly on toasted bread.

Sandwich Fillings

One cup of cooked chicken or veal, one cup of celery and four tablespoons of mayonnaise. Chop chicken and celery very fine.

*Reprinted from *The Picnic Book*, by Clark L. Fredrikson. For more excellent suggestions for picnic fun and planning, be sure to obtain a copy of this book from the National Recreation Association, price $1.25.

Pound chopped chicken or veal, parsley, and cooked yolk of egg to a paste. Season with celery salt and a few drops of onion juice. Moisten with mayonnaise or Hollandaise sauce.

One cup of peanut butter and one-half cup of grated raw carrots.

Tuna fish and chopped celery mixed with mayonnaise. Season with lemon juice and salt.

Cream cheese with jelly, or chopped olives, nuts, watercress, cucumbers or chives. To soften cream cheese, add cream or salad dressing. Season to taste.

Minced ham mixed with chopped pickles and pimentos and blended with mayonnaise.

Peanut butter and grape jelly.

Chopped tongue, pickle relish, and mayonnaise.

Cream cheese with strips of date, ginger, candied fruit, green pepper or pimento.

Deviled ham, minced olives, and mayonnaise.

Cream cheese, shredded carrots, and chopped nuts.

Honey and freshly ground peanuts.

Baking

Little Pig Potatoes: With a coring knife, remove from one end the centers of medium sized Irish or sweet potatoes, just enough to make room for small sausages. After the opening has been stuffed with sausages, close it with a piece of the potato core. Scrape hot coals aside, lay the potato in the hot earth or sand and cover with same. Pile coals on top. The potatoes may be wrapped in wet leaves, wet brown paper, or mud. If encased in mud, place in direct contact with the coals. Allow forty-five to sixty minutes for baking.

Bacon, cheese or raw egg also makes a tasty stuffing for Irish potatoes. If an egg is used it is well to keep the potato upright in the coals or seal it carefully with clay before putting it in the fire. Brown sugar, raisins, and marshmallows may be used in sweet potatoes in place of sausages.

Pig Apples: Prepare the same way as the potatoes. Remove the apple core without having a hole all the way through. Stuff with raisins and brown sugar, marshmallows or sausage. Allow from thirty to forty-five minutes for baking, depending upon the coals.

Fish a la Paper Sack: Secure small fish about one-half pound each or fish steaks, well-cleaned and scaled. Salt and pepper fish and spread with butter. Wrap well in wax paper and place in dry paper sack, twisting top to retain flavor. Place dry sack into two wet sacks that have been placed on camp fire which has been allowed to burn down to ashes and a few hot coals. Cover bags with hot ashes and a few hot coals. Allow to cook for thirty minutes, at least.

Even too many cooks couldn't spoil that appetizing flavor of hot dogs grilled over an outdoor fire.

Clam Bake: This is a case of hole-in-the-ground cooking. A layer of wet seaweed is put down on the hot stones, the clams laid in these and more wet seaweed placed on top. The hole is sealed up with wet burlap and hot sand. Half hour is required to cook the clams. When they are taken out of the hole, dip in melted butter before eating.

Doghouse Biscuits: Make biscuit dough of prepared biscuit flour and shape by hand in thin layer over Vienna sausages or small frankfurters. Toast slowly over fire, allowing ten minutes to bake.

Orange Pufflets: Slice off the top of the orange and eat the inside with a spoon, leaving the orange shell whole. Cook a strip of bacon (until nearly done) on a stick held over the coals. Place the bacon in the bottom of the orange shell, break the egg into it. Fasten on top of the orange with two small green twigs and set in the coals to cook. In about seven or eight minutes you will have a delicious egg ready to eat. If you do not care for the orange flavor, line the cup with wax paper.

Roast Corn: Soak ears of corn in bucket of salt water for about ten minutes. Hang ears over coals and allow to cook about thirty minutes. Corn can be tested, to ascertain if it is done, by tasting a grain. (Note: Before soaking corn, search for worms, but do not remove shucks.)

Stewing

Campers' Goulash:

¼ cup butter
1 lb. hamburger steak
1¼ teaspoons salt
¼ teaspoon pepper
2 cups canned tomatoes
½ cup water
¼ cup tapioca
1 green pepper, chopped
1 onion, chopped
1 cup grated cheese
(vegetables may be added)

Melt butter in kettle or pot over the direct flame. Add meat, salt and pepper, and brown slightly. Add tomatoes, minute tapioca, green pepper, onion and water. Place over fire and cook thirty minutes, stirring frequently. Just before serving add cheese. Serve on toast. (Ten portions.)

Corn Chowder:

4 slices bacon
2 medium sized onions
3 medium sized potatoes
1 can corn
1 can tomato soup
1 small can evaporated milk
3 cups water
1 teaspoon salt

Cut bacon into small bits and cook slightly, add onion also cut into small bits. When slightly brown, add water, salt and sliced potatoes. When potatoes are tender, add corn and tomato soup. Permit to boil a few minutes, then add the milk and cook a few minutes more. (Will serve three or four.)

Hunters' Stew:

½ lb. diced bacon
2 medium sized onions, sliced
Water, but not too much (stew, not soup)
6 diced carrots
4 large potatoes, diced
Any other vegetables you like
Salt and pepper

Fry bacon crisp, add onions and cook until transparent. Pour in cold water (enough to cover vegetables) and heat to boiling. Add carrots and cook about ten minutes before adding potatoes. Season and continue cooking for thirty or forty minutes. (Four portions.)

Broiling

Dog-With-a-Stick-in-His-Mouth: If you must have the ubiquitous "hot dog," and the children often demand it, dress it up this way. Use well-fed "dogs," the pudgy kind, and slit them a little way down on the stomach side. Into this slit insert a thin wedge of American cheese or dill pickle. Wind a strip of bacon around the dog and fasten with a toothpick. Broil over hot coals. When the cheese is melted and the frankfurters sufficiently cooked, blanket them safely in heated rolls and eat at once.

Hamburger and Onion Patties: Press uncooked ground steak into thin patties. On half of them place two tablespoons of chopped onion and one teaspoon meat sauce; put a second thin patty on top and press edges together. Broil quickly on flat plate of grill or in hot frying pan. Serve in hot toasted buttered buns. For each person allow one-half pound ground steak.

Kabobs: Cut bacon and steak into small pieces about one and one-half inches square. Slice onions in quarters from the stem part down. Place on a sharpened and peeled stick of wood three-quarters of an inch thick or less alternating the bacon, steak and onion slices, but leaving a little space between each piece. Broil over hot coals until well done. Place between slices of buttered bread or between the halves of a roll. Other vegetables may be added.

Desserts

Mock Angel Food Cake: Trim the crusts off day-old white bread and cut into slices three-quarters of an inch thick. Cut into strips three-quarters of an inch wide and about two inches long. Dip bread strips into sweetened condensed milk and roll in dry shredded cocoanut. Pierce with stick and toast over coals, as you would marshmallows.

Chocolate Popcorn: Boil together one and one-half cups granulated sugar, one and one-half teaspoons butter, one square unsweetened chocolate and three tablespoons water. When mixture spins a long thread, pour it, while hot, over three quarts of freshly popped corn. Stir until all the kernels are coated.

Apples: Char the end of a sharpened green stick; then plunge it into cold water. Spike an apple on this stick, and roast until the apple skin peels off easily. Roll the apple in brown sugar. Mold it over the coals and turn slowly until the sugar candies.

Candied Apples: Two pounds of granulated sugar, added to one-half pint of dark Karo and one-quarter pound butter, will glaze about twenty apples. Cook in deep kettle, stirring until it spins a thread when dropped from spoon. Remove from fire. Spike an apple on a sharpened stick, dip into the syrup, turn in air until cool.

Beverages

Coffee: Measure cold water into the pot, allowing one level tablespoon of coffee to each cup, plus one for the pot. Pour coffee into the pot slowly, so that it will form a "blanket" on the surface of the water. Add a dash of salt. Do not stir. As the beverage starts to boil, the "blanket" will break. Boil about one minute. To settle: pour a cupful of coffee, then pour it back into the pot. Now ready to serve!

Hot Cocoa: A recipe for eight people. Two tall cans of evaporated milk, twelve heaping teaspoons of cocoa, twelve level teaspoons of sugar, a pinch of salt and ten cups of water, and boil. Then add the milk and bring to a boil. You can make this with fresh milk, too, but who wants to carry three quarts?

Personalities in the Recreation News . . .

Father of Philadelphia Recreation

On July 7 of this year, Otto T. Mallery resigned as President of the Philadelphia Recreation Association after a period of more than forty years of unselfish devotion to the Association and to the furtherance of the recreation movement in Philadelphia.

In 1908, two years after he had planned and financed a survey of playgrounds in Chicago—the results of which were greatly responsible for the creation of the recreation movement in Philadelphia—he became Assistant Secretary of the Philadelphia Playgrounds Association which, at that time, was one year old. Throughout the years that followed he not only contributed his personal services to the Association, but often assisted financially in its growth. It was in this same year that he became President of the Philadelphia Recreation Commission, the first great stride toward making recreation a municipal responsibility.

From 1910 to 1925 he served as Treasurer of the Playgrounds Association and, as chairman of many committees, spearheaded new steps in recreation. In 1925 he became its President and, through his tireless endeavors, the heritage of play was extended in that city. His immediate recommendation of surveys resulted in an increase of recreation facilities, and he was greatly responsible for the creation of the Bureau of Recreation. Through his influence, the Bureau successfully weathered many difficult periods of growth.

The year of 1927 began a period of originating new services and a general expansion of the Playgrounds Association, and focused public attention on forward steps in public recreation. Succeeding years marked the broadening of program and services to include, among many innovations, arts and crafts; appreciation of art, drama and music—with leadership of music on the city playgrounds; costumed wandering story tellers; the first "tot-lot" playgrounds, indoor playhouses, safe-coasting hills, use of city squares as playgrounds, learn-to-swim campaigns, city-wide music festivals, institutes to train recreation leaders.

Expansion, of which the above is a sample, continued through Otto T. Mallery's long service, and each year further plans enabled more local citizens to play more, play better, and to choose from a wider range of creative and cultural activities. Advances in the 1940's, aside from war emergency programs, included the playlot movement inaugurated in cooperation with Federal and Municipal Government Agencies; development of youth councils; recreation for older people; conference of local recreation agencies on "Recreation, a Community Responsibility."

In 1946, the name of the Association was changed to "Philadelphia Recreation Association," the charter being amended and functions changed from that of an operational agency to that of a recreational-promotional agency "to further the expansion and improvement of public recreation" and "to manage, direct, and/or operate any recreation projects for the benefit of the public."

And so, with an outstanding record of achievement and the knowledge of a job well done, Otto T. Mallery retires from his position as President of the Philadelphia Association. However, as a member of the Board of Directors of the National Recreation Association—a position which he has held since 1912—he will continue to be a force in the development of the recreation movement.

Recreation in the News

Recreation Valuable to Mental Health

The American Psychiatric Association has established a committee on leisure time activity, believing that the mental health aspects of this facet of human life are extremely important. Dr. Edward Greenwood, of the Menninger Foundation in Topeka, Kansas, has accepted the chairmanship of this committee. Both Dr. Greenwood and Dr. William C. Menninger will be among the guest speakers at the 30th National Recreation Congress, September 26-30.

Dr. Menninger, who headed the Army's psychiatric services during World War II, was elected President of the American Psychiatric Association last May. About three years ago, he had stimulated the Association to appoint a committee on recreation. In the article, *Play As You Go,* which appeared in the February 1948 issue of RECREATION magazine, Dr. Menninger said, "Play is an activity which we choose freely—without necessity or outward pressure. We do it solely for the satisfaction we get out of it, and not for any monetary value. We are free to drop it altogether or shift to a different kind of activity whenever we wish."

New Hostels Executive

Ben W. Miller recently has been appointed Executive Vice President of American Youth Hostels. In his newly created position, he will be the chief executive officer of the organization and will be responsible to the Board of Directors for all phases of its operation and activities. At present, Mr. Miller is the Executive Secretary of the American Association for Health, Physical Education and Recreation, but he will assume his new duties early in September.

In announcing the new appointment, John D. Rockefeller, 3rd, president of the Hostels, stated that in 1947 20,000 young people took advantage of the constructive recreational opportunities of the Youth Hostels program in the United States to travel on foot, on bicycles or otherwise "under their own steam" and to stop overnight in the friendly environment of the 200 Hostels. Plans have been completed for the opening of a number of new Hostels this summer under the sponsorship of local councils.

For Years of Service

George Hjelte, general manager of the Department of Recreation and Parks in Los Angeles, California, has been awarded the honorary degree of Master of Humanics, in absentia. This was officially announced at the June commencement exercises of Springfield College, Springfield, Massachusetts. Mr. Hjelte will be informally honored in person upon his arrival in the East, in the early fall, for the Park Executives Conference to be held in Boston.

Texas Forester Appointed

S. L. Frost of Bryan, Texas, has been appointed Executive Director of the American Forestry Association, succeeding Ovid Butler. A leader in forestry education in the South for the past decade, Mr. Frost, who, at thirty-eight, is the youngest executive officer in the Forestry Association's history, had been acting director of the Texas Forest Service. Prior to this, he headed its educational work, serving at the same time as editor of *Texas Forest News,* as secretary of the Texas Forestry Association and, in 1947, as chairman of Southern State Forestry Educational Directors Association.

Ruth Ehlers, NRA social recreation leader, shows social workers Barbara Jasper, Dorothy Jones, Jack P. Houlihan, Ruth McKinney the art of party decorating.

Junior Red Cross Helps Build Home Unity

Choose a partner who is different . . .

Samuel Everett

"NOW ALL TOGETHER for a Better Community, a Better America, a Better World!" This is the guiding theme in summer playground and camp activities of Junior Red Cross in the Philadelphia, Pennsylvania, area.* The playground programs are carried out through the cooperation of the Philadelphia Board of Education, summer playground directors, and directors of local camps.

It is peculiarly appropriate that the Junior Red Cross should work for home unity and better understanding of human relationships throughout the world. The American Red Cross is an international organization. It is dedicated to the aid of people who are in need throughout the world, regardless of race, religion, or socio-economic status. Moreover, the American Red Cross is an organization of all the people. It is supported by all the people and works for the welfare of all people.

The following pledge states the purpose of the Junior Red Cross Playground and Camp Program, and sets the tone for the junior program.

I will remember that the American people are a people of many races, religions and nationalities.

I will respect the right of my schoolmates and neighbors to enjoy the freedoms I enjoy without regard to race, creed, or nationality background.

I will constantly search for true facts so that I myself will not believe or spread rumors against any group of people.

I will work for unity and peace in my community by opposing racial and religious prejudice wherever I meet it.

The Junior Red Cross, which is the Red Cross in the schools, works for "service for others" and for "better human relations throughout the world." This theme has, in the Philadelphia area, been definitely pointed toward developing better understanding among children of different racial, religious and socio-economic backgrounds.

Summer playground programs offer opportunities for living and learning practical democratic group relationships. The following practical principles, or guides, are uppermost in the minds of those leaders who participate in the Junior Red Cross program:

Every attempt should be made to have participants understand and practice democratic values such as freedom of speech, cooperative thinking and discussion, and respect for the individual person regardless of race or religion.

All groups from all sections of the community should be encouraged to utilize the summer playground facilities. Individuals and groups who tend to isolate themselves should be especially encouraged to cooperate.

Each activity should be an expression of the unity of all the children. Group composition should be constantly scanned from this standpoint.

Selection of student leaders should reflect the racial composition of the group.

Wherever activities entail opposing teams, these teams should be mixed. One racial group should not play *against* a different racial group.

Name-calling should be the subject of special attention. Immediate discussion of the situation should take place with the group involved. Discussions in assemblies, growing out of name-calling incidents, could contribute much to an understanding of the problem.

Wherever possible children's participation in planning programs and activities should be encouraged. A student planning committee should be formed.

Adult Participation

Democratic living is important not only to children; to be really effective in the larger community it must be practiced by adults to a much greater degree than in the past. Directors using the Junior Red Cross unity program have sought to develop activities which involve as much adult community participation as possible.

A number of mothers of children of different national groups came regularly to Philadelphia playgrounds to instruct girls in sewing. Under such neighborhood leadership hundreds of comfort articles were made for children in local hospitals and other welfare organizations. In these Junior

*Program described in the bulletin, *United We Play*, Southeastern Pennsylvania Chapter, 511 North Broad Street, Philadelphia 23, Pennsylvania. Free copies are available.

Red Cross production groups, service to others, regardless of race, religion or socio-economic differences, became more than a verbalization. Children were actually engaged in activities which build good will in the local community. Good will and understanding were also built within the group itself, for the girls participating were Negro and white, Jews and Gentiles, Italian, German, Irish, and of other nationalities.

The way in which an adult-child planning committee can operate successfully is well-illustrated by what happened in connection with one of the playgrounds. A Negro minister, several mothers, the director of the playground, and a number of children of various racial backgrounds planned a culminating program at the end of the summer. At the initial meeting of this group random ideas were presented. Several children first wanted to decide "how to seat people," "who shall be ushers" and "how long shall we give to each event." At subsequent meetings, however, they began to think about the features of their summer program which were distinctive enough to be included in a final exercise. For example, the boys wished to put on a tumbling act. It was decided that mats could be put down in the center aisle, as well as on the stage. Thus the problems of the mechanics began to be thought of in relation to what the group wanted to do, rather than the reverse, as had at first been true. Here was a job to be done which brought all together into a satisfying relationship. In this process differences tended to be forgotten.

Ministers of various denominations and races came to speak at playground assemblies and to talk with the children in smaller groups. Soldiers on leave naturally gravitated to the playgrounds where they were made welcome. Children were delighted to talk with their local neighborhood heroes. Respect and good will were thus spread both among adults and children.

Following the community intercultural participation, stressed by Junior Red Cross, one playground regularly scheduled evening programs of outdoor social dancing and movies. These attracted boys and girls who were older than the six to thirteen age group participating during the day. It was found that, on numerous occasions, as many as one-third of the group coming to see the movies, furnished by Civilian Defense and the local War Loan Office, were adults. This playground thus became a real socializing and unifying force in a Polish, Italian, Irish, Negro neighborhood.

The Junior Program

Original games, songs and singing games which stressed democratic values were used in the junior playground program. A number of these originated in the schools of Philadelphia where they were tried out before their use in the summer. The following illustrate the nature of these suggested play activities:

Six Pins—A game first used by Fellowship House, Philadelphia. Thirteen to fifteen-year-old boys drew figures representing prejudice, ignorance, rumor, race hatred, religious hatred, fear, on heavy wall-board, glued blocks on the back, set them up fifteen feet from the goal line, and tried to knock them down with a "brotherhood ball." On one playground four sets of "pins" were made and used until they were completely worn out.

Good Neighbors—Children form ring, one in center, and sing:

Neighbor, neighbor, 'cross the way
What can I do for you today?

The child in the center answers by naming any service he can think of, sung to the same tune.

Viz: You can wash the dishes for me
That will help me grea-at-ly!
or
You can mind the baby or go to
the store, and the like.

The child in the center bows to a little girl or curtsies to a boy whose turn it becomes.

It Pays to Be Different—The group makes a circle and chooses a player to be "It." To the tune of *Reuben, Reuben,* they sing the following verses to him:

.....(insert child's name)
I've been thinking
What a dull world this would be.
If the children who live in it
All looked just like you and me!
Choose a partner who looks different,
If you're small, choose someone big,
If your hair's yellow, find a dark head,
And together, dance a jig.

"It" stands outside the circle. He describes a second player's hair, clothes, appearance. As soon as the second player recognizes his own description, he begins to run outside the circle. "It" tries to catch him before he can return to his own place in the circle. If he is not caught, he is "It." If caught, both players link arms, and skip around

the circle of the tune of the first verse, stopping back of person they agree to select as "It."

As can be readily seen, the democratic emphasis went far beyond immediate neighborhoods and the people who live in them. National and world unity were stressed throughout. This was done in many different ways.

The observant and enterprising director of the North Light Boys' Club Summer Playground noticed the lack of understanding children showed in assembly programs in respecting the Pledge of Allegiance. It was apparent that the children were reciting mere sounds. In some cases they were running words together, such as "pledgeallegiance" not realizing that there were two words involved. Certainly many had no conception of the meaning.

During the balance of the summer playground session the children, with the leader, spent part of each assembly period in questioning, analyzing and substituting new words upon which they agreed and which made sense to them. Below is the Pledge in the original and in the translation.

I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA.

I promise loyalty to the flag which flies over all the states of our country.

AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION INDIVISIBLE

and to the government of free people for which it stands, one group of people—of many races and religions, yet *undividable.*

WITH LIBERTY AND JUSTICE FOR ALL.

with fairness to all and freedom to work, talk and pray for every one of us.

Supplementary Activities

The Junior Red Cross of the Southeastern Pennsylvania Chapter made available to cooperating playgrounds a number of 16 mm. sound films, which showed the ways of living in various sections of the United States and the life of the children and the peoples of other countries of the world. In the first, or American unity group, were such films as *The Cattleman, The Corn Farmer, A Heritage We Guard, The Story of Dr. Carver,* and *The River.* Films which showed the life of people in other lands included *Mexico Builds a Democracy, People of Canada, Peoples of Western China, Russian Folk Dances* and *World of Plenty.*

During the summer there were 150 showings of such films to 3,748 children. The films were particularly effective when the children were reading, discussing and engaging in art activities which involved the ways of living in various sections of the United States and in foreign countries.

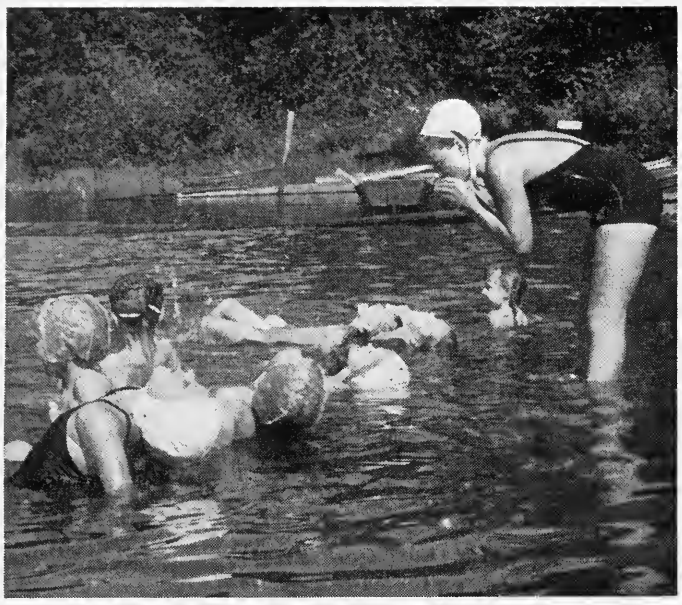
Different ideals and ways of living were sympathetically explored in other ways. Children read and discussed stories of peoples of other lands which had appeared in recent issues of the Junior Red Cross *News.* They made flags of the United Nations from both paper and cloth. They drew and colored the costumes of children of various races. Scrapbooks were made on the United Nations as well as the national groups which are helping to build America.

The Junior Red Cross distributed a materials' kit to the directors of all cooperating playgrounds and camps. Creative adult leaders made fine use of these materials. One able teacher dramatized a story *Who Built the Bridge,** which was in a collection of stories made available to her by Junior Headquarters. The dramatization took the form of a stick puppet show, the puppets representing the United Nations. As the foregoing playground and summer camp program indicates, the Junior Red Cross is attempting to develop the democratic attitudes and habits in children which are necessary in building a better community, a better America, and a better world. This is perhaps as significant an undertaking as one can find in the world today. It is an undertaking in which all educational youth agencies must cooperate. The initial success of this Junior Red Cross program demonstrates that children and adults alike respond to a significant challenge.

It is hoped that this program, as developed in the Philadelphia area, may be helpful to others who are engaged in the significant task of guiding the young people of today.

*Council Against Intolerance in America, *Americans All,* 17 East 42 Street, New York 17, page 18.

Moments of fun for all at a Jersey City playground.



World at Play

Swimming for Seattle youngsters—a Red Feather Service.

Flying Ambassadors—Five hundred American youths are helping to promote international good will this summer in the largest youth air travel program ever undertaken. Under the sponsorship of Youth Argosy Incorporated of Northfield, Massachusetts, seventeen to twenty-five-year-old boys and girls have been flying, via Transocean Airlines, to Geneva, Shannon, Brussels, Paris and other European cities. Flights have been carrying approximately forty-six passengers each and have been on a three-a-week basis from June 20 into July, with return schedules approximately sixty days later. The youths, traveling in groups of ten in Europe, are under supervised leadership. Some are visiting the continent to study languages or to attend summer schools at universities in Oslo, Leyden and Fontainebleau. Members of the American Youth Hostels are bicycling through European towns, while others of the air argosy are aiding in restoring youth hostels destroyed by war.

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The Importance of Being Supervised — It seems that the number of broken windows in schools are showing a slight but steady increase each year. The Board of Education of New York City spent $100,000 to replace 176,000 broken panes of glass in the city's public schools during the last academic year. Harold D. Hynds, superintendent of the Bureau of Plant Operation and Maintenance, stated that the principal reason for the breakage was the increased use of play areas situated adjacent to school buildings. He pointed out that many of these playgrounds are unpaved and that ball games and other vigorous athletic activities often dislodge small stones which are kicked against the windows. Mr. Hynds observed that in cases where vandalism was the cause of window breakage such mischief was not centered in underprivileged areas but prevailed wherever the playgrounds were not paved. "It should also be realized," he continued, "that there has been a great increase year after year in the use of school yards for after-school play. We feel that the answer to the amount of glass breakage is in provision for increased supervision of play areas."

Mrs. Eleanor Roosevelt also recently remarked that it is *recreation under proper supervision* which keeps young people out of trouble. The importance of recreation in the lives of young people was stressed in an address at a dinner given in her honor by the National Association of Girls Clubs and Mixed Clubs in London, England. "We often tend to emphasize problems of the home, education, religious training and also proper nourishment," Mrs. Roosevelt said, "but the importance of recreation in the lives of young people cannot be overlooked."

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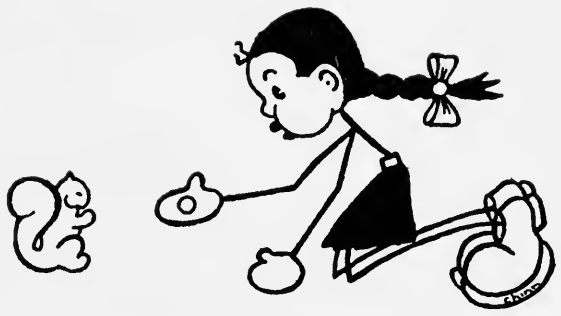
Softball Program—The Veterans of Foreign Wars, with the approval of the Amateur Softball Association of the United States, is sponsoring and administering a nation-wide softball tournament for boys between nine and seventeen years of age. For further details, write to the Veterans, Athletic and Recreation Association, Broadway at 34th Street, Kansas City 2, Missouri.

Day Camping in Michigan*



E. V. Blohm

DAY CAMPING ON Michigan State Park lands made an impressive beginning during the summer of 1947. Sponsoring organizations and agencies have become aware of opportunities and possibilities and have already taken advantage of them. As another summer approaches, those with one season's experience are developing plans and programs. Others are visualizing similar programs of their own.

Adaptability of Day Camping

The Muskegon Recreation Department sponsored an eight weeks' program at the Muskegon State Park, nine miles from the city, in which slightly more than 700 children participated. Budget difficulties in this project were met by the vigorous support of the CIO and AFL.

The public schools of Van Buren county (ten city schools and a number of rural schools) provided new learning experiences for 924 fifth and sixth grade pupils last spring at the Van Buren State Park, with another program in the fall. School buses were used for transportation and some of the children were transported as far as forty miles, round trip. The youngsters studied science, geography, birds, animals, and trees, as well as art, in a natural outdoor laboratory.

The Board of Education, Essexville, sponsored a program at the Bay City State Park during the month of August. Boys and girls, thirty-five at a time, alternated on trips to the park during week days. Although Bay City State Park is not especially large (179 acres), a record attendance of 1,282,163 park patrons is listed for the 1947 season. Transportation distance was about twenty miles, round trip.

Girl Scouts at Ludington and Roseville, who could not find accommodations at established camps, used Ludington State Park and the Dodge Number 8 State Park of the Rochester-Utica Recreation Area. Almost 200 girls, therefore, enjoyed the advantages and pleasures of camp life —which otherwise they might have been denied— through day camping.

The Department of Recreation, Pontiac, organized a four weeks' day camp at the Highland State Recreation Area and, because of energetic interest and support from local service clubs and industry, eighty-six girls, from seven to thirteen years of age, were transported thirty miles, five days a week. At Cadillac and at Gladwin, city recreation programs involved the use of the Mitchell and Gladwin State Parks for the entire summer. The programs included swimming, handcraft, and typical playground games.

Day Camping Is Defined

Briefly, day camping is a situation providing outdoor living and learning experiences in the environment of a regular camp. Activities and programs follow usual group-camp patterns, the chief difference being that day campers do not stay overnight at the camp site. They come to the location each day to resume camp life and stay for one meal, usually lunch. They return to their homes to sleep and for morning and evening meals.

Day camping is distinguished from outings and picnics, excursions, hikes and other day activities, by the fact that its program has a continuity of purpose extending over a longer period of time.

*Reprinted by permission of *Michigan Conservation Magazine.*

Day Programs Can Convert into Day Camping Programs

Once a location is established and children are on hand to participate, it seems to become a more or less simple matter gradually to practice day camping principles.

Of greater importance is the high prevalent interest in day camping shared by groups participating with the Michigan Departments of Conservation and Public Instruction. For some time the Department of Public Instruction and the Conservation Department have joined in an enterprise to develop and provide outdoor recreation opportunities. The Department of Public Instruction is working with teacher training colleges in developing more adequate pre-service and in-service training programs for day camping so that trained leadership will become available.

The Conservation Department's system of state parks, located in practically every section of the state, helps to solve the problem of locating day camp sites. Other problems imposed by day camping includes finances, staff personnel, and leadership for program planning and program conduction. In many instances, a suitable camp location and the transportation to it require much consideration. Private property owners are often understanding, but, generally, do not wish to lend their property for the use of groups of youngsters. Publicly-owned lands, particularly state parks, because most of them are equipped with necessary sanitary accommodations, can and do provide excellent day camp sites. It is significant that most park use by the public at large occurs on week-ends. Day campers generally prefer week days, which, fortunately for them, are the days the average park patron must devote to making a living. The competition for space is, therefore, negligible.

Methods of Financing

City recreation department directors have agreed that day camping and other outdoor activities possess high program values. As they are experienced in group leadership and general recreation programs, they can easily, therefore, expand their programs and take the very important first step without difficulty. To assist them and other interested groups, a number of workshops and extensions are planned by the two state departments which will bring together educators, recreation persons, social agency groups and lay groups.

Obviously there are ways to meet problems of finance which, in part, also involve the problems of competent personnel and transportation. Transportation and some financial assistance were provided to some day camp groups during the 1947 summer by willing volunteers—enlisted and solicited from various social, civic and service clubs. By statute, wherever a board of education administers a recreation program during the school year or during the summer, school busses may be used to transport children. In some instances, fraternal, labor, and other groups subscribe generously to support a program which they know involves the health and worthy use of the leisure time of the youngsters of their communities.

Day camping programs can begin modestly and grow with experience. Campers and leaders can learn together. Experience is a good teacher and it is a positive way of learning.

It is true that everyone is not familiar with programs involving nature and outdoor activities but the fact cannot be denied that the more familiar programs can be adapted to day camping. In reality, day camping is a simple medium by which youngsters make contact, often for the first time in their lives, with the pleasures to be found in the great outdoors. They develop an understanding and a friendliness toward it because of the close natural associations.

Day Camping Is Inexpensive

During 1947, slightly more than three thousand boys and girls participated in day camping in Michigan State Parks. It is expected that participation in 1948 will greatly exceed this figure. The general popularity of day camping and acceptance of the fact that it is good for school-age youngsters point toward this.

By comparison, it is a most inexpensive form of recreation and education, providing opportunity for unique uses of the things we have on hand. There is no limit to the utilization of what is provided in a natural playfield of woods, streams, wild life, and the earth itself. Duplication of playground sports, games, and equipment is, therefore, not necessary or desirable. There are 130,000 acres of state park lands which can be placed at the disposal of organizations that are interested in day camping.

No one yet has discovered a satisfactory substitute for the outdoors where fresh air and sunshine are abundant, where sharing with others is learned, and where the road to discovery and adventure is never closed. In the wake of the careless waste of so many of our natural resources—forests, soils, wildlife, minerals and clean waters—and in the face of current acute social problems, particularly as they involve youngsters, perhaps day camping will find its place as a contributing equalizing agent.

Recreation Suggestion Box

Aqua-Square Dancing

Hopping and skipping about on warm, humid days doesn't bother the square dance enthusiasts of Tyler, Texas. Down that way, they do their do-si-do'ing in a pool of cool water. This bright idea was born last year when there was a need for entertainment between the two halves of the annual city school summer meet. The local square dance group volunteered their talents and the result was both novel and entertaining. Costumes for the performance were carefully planned. The girls wore gingham blouses over their bathing suits and smoked corn-cob pipes which had been filled with dry ice and, when wet, gave forth steam that resembled smoke. The men wore bathing trunks, colored shirts and bright oil cloth bandanas around their necks. When the spotlight was turned on, there they were—all in position and ready to go, with band and caller tuning-up on the banks. It was a picture of good old-fashioned barn dancing with a very modern twist.

Attention, Square Dancers!

Need new music? Have you a caller in your community? Anyone to lead square dances? All these are included on the *new twelve-inch square dance records* just put out in three albums by Ed Durlacher—ace caller.

You may have seen Ed Durlacher at the New York World's Fair, or at the Pepsi-Cola dances in New York City parks, where as many as 600 sets took part. Or you may have heard him on his National Broadcasting Company program, or on television shows, or in his MGM movie shorts. He has been interviewed by Fred Allen, Lowell Thomas, Jinx Falkenburg, Adelaide Hawley; has been written up by *Look, Glamour,* the *American* Magazine, the *Saturday Evening Post,* to mention just a few. And the good news for those of you who will be at the National Recreation Congress, is that Ed will be there, too—giving instruction in the fine art of square dance calling, and in the dances themselves.

A "different" and very good feature of the Durlacher records is the oral walk-through instructions on each, followed by music with Eddie calling the dance. Each call is clearly distinct. Eddie's band, The Top Hands, will take your feet right off the floor with: "Susanna," "Honolulu Baby," "Duck for the Oyster," "Texas Star," and others; all you need for a good hoe-down. You can skip hiring a caller—which reminds us . . .

Why not try out the records and *learn the calls* from Eddie? They can then be applied to any music with the same beat. *Square dance calling is important,* and good callers are needed in so many local communities. The very existence of a square dance program may depend on it. (There is good money in it, too.) You'd be surprised how it "brings out" shy people, and how many have learned to do it! It is one sure way of being popular at a party.

"Honor Your Partner," Albums Nos. I, II and III, Square Dance Associates, 102 North Columbus Avenue, Freeport, Long Island. $10.00 each.

A Few Guideposts

For those submitting manuscripts for possible publication in RECREATION magazine:

1. Please send in original typed copy, *not* a carbon.
2. *Be sure* that typing is double-spaced between the lines; that manuscript has wide margins; that author's name and identification appear on first page. In addition, state the approximate number of words in the article, on an upper corner of the first page.
3. Please include photographs (glossy prints) whenever possible. Try to have each picture tell a story. Avoid using paper clips on photographs, as they leave marks. See article, *Simple Rules for Good Pictures,* in the December 1947 issue of RECREATION, or send for a reprint. Also see "To Our Readers and Contributors," page 195, this issue.

Theatre Make-up*

J. P. Milhous

REMEMBER THE LAD in the school play whose disgusted mother had to point him out to his obtuse father: "Why, he's the second carrot from the end!" Well, making every allowance for the dumbness of the male parents, perhaps it was the make-up which was most at fault.

Stage lights, whatever their number and candlepower, distort. That is the chief reason for making up. And the chief object is naturalness. If your audience goes away unaware that the actors have been made up, you have done a rare job.

Simple make-up, in principle, is simply making up for the fact that we are accustomed to viewing faces lighted from above; whereas, on stage, foot flood and other lights distort. Therefore, the one unalterable rule is: experiment.

Rehearse your make-up as you do your play—on stage, with lights, costumes, and scenery as the audience will view it. Under these conditions, any make-up which is noticeable is bad.

Perhaps the most frequent errors amateurs exhibit are:

1. Too much rouge and lipstick, or these unblended.
2. Base: too dark, too bright, or too much.
3. Too much eye shadow and mascara.
4. Too little or too infrequent powdering, especially of lines and shadows. Certainly it is better to use too little than too much of anything.

Because skins offer amazing variety in absorption, and the like, it is rare that one finds the exact base color best suited to the individual without blending, either in the palm of the hand or directly on the skin. You can put a streak of each color on cheeks, forehead, chin, and nose, and rub them together on the face, taking care to make up the ears, behind the ears (on men) and the neck as far as it is visible. Tube make-up, being soft, is more difficult to work in such a way. Many manufacturers of make-up advertise a kit with an assortment of base colors. We have found it more economical to buy the basic colors that we know we will use, since some of those included in the kit are rarely used and are therefore wasted.

On male characters the obvious use of rouge and lipstick will ruin your illusion in addition to making your lads extremely unhappy. Therefore, it is well to use as little as possible and still avoid corpse-like appearances. We have found it advisable to avoid outlining the lips of male characters with lipstick, because it gives them a made-up look. We find that moist rouge, put in the center of the lips and worked out to the corners of the mouth, does the trick. Girls usually know how to put on their lipstick and rouge, although they occasionally feel that they must wear some strange and exotic shade because they are in a play.

As for eyes, dark lines on the upper and lower lids as close to the lashes as possible are necessary to keep the eyes from "getting lost." However, unless eye shadow is used very sparingly and very skillfully, even the ingenue is apt to look like the result of a misspent life. Lashes heavily beaded with mascara are not good. Usually the eyebrows need a touch of pencil unless they are very heavy and dark, and even then frequently need to be lengthened with the pencil.

Lines in the face should be applied lightly at first and should follow the natural lines. Of course, when very young people are being made up for elderly characters, it becomes necessary to put lines where you think *tempora* and *mores* will place them. Lining for character parts must be done by experimenting on each individual. The color liner used depends on the persons, the lights, and the stage. Eyebrow pencil, however, is not recommended as a liner. To gray or whiten the hair we have found paste or liquid white shoe polish very practical. It does not shake out nor have to be re-applied frequently and can be combed into the hair so that it looks very natural. (It will also bring protests from your subject after the first times he tries to get it out. Be firm!)

In summary, the best advice, if you have felt that you needed to read an article like this, is to forget all or nearly all you have read, seize upon the more defenseless of your victims, and smear them to taste. Nobody ever yet learned much of anything from a book, and rather less about make-up. Besides, it all comes out in the wash!

*Reprinted from *Virginia Drama News*, Extension Division of University of Virginia.

A MUSIC CENTER – and How It Grew

C. A. Emmons

It is no longer necessary for high school students to tuck their musical instruments away on a shelf upon leaving school in Bloomfield, New Jersey. In their town there now exist musical groups into which they can carry their talents.

It was in 1932 that Bloomfield's local public recreation program had begun to grow up, the department having been formally organized in 1928. The summer and after-school playgrounds, baseball and basketball leagues, gym classes, and one boys' club had all been flourishing—but the harmonica band enjoyed only indifferent success. We sort of wished aloud that we might find a local man who could undertake to conduct an orchestra. In 1931, our wish was granted: Mr. Walter Kurkewicz offered to form and lead a symphonic orchestra, and we were on our way. A sum sufficient to cover the cost of such a venture was included in the proposed budget for 1932 and approved by the Board of Recreation Commissioners and the Town Council.

Early that year, an invitation was broadcast, to anyone and all who could play an instrument, to join Bloomfield's newly-formed Symphony Orchestra. About fifty people attended the initial rehearsal, and about thirty more came during the next several weeks. It took a vivid stretch of imagination to see that group ready to give a formal concert sometime in May, but "Kurk" felt assured that the orchestra would be prepared. The personnel represented many different job categories, with an age range from seventeen to seventy.

On May 26, 1932 the Bloomfield Symphony Orchestra made its debut before an audience of eleven hundred music lovers. The orchestra made another appearance in the late fall of that year, and this time collection baskets were passed to help defray the cost of our musical programs. The fifth concert was broadcast over station WOR, as was the concert given a year later. By this time, the size of the orchestra had doubled. October 19, 1947 marked its sixty-third performance.

The success of the Bloomfield Symphony Orchestra led to the contemplation of a civic mixed chorus and our 1934 budget included an amount sufficient to cover this addition. The evening of January 2, 1934 was stormy, but forty enthusiastic charter members of the new Bloomfield Civic Chorus appeared. "Kurk" said he could direct the chorus too, and although instrumental music was his forte, he himself took lessons in harmony and from the start did wonders with this group of voices, very few of which were trained. The chorus was introduced at the May 1934 concert of the orchestra and in 1935, numbering more than a hundred voices, won the New Jersey Division Cup at the Music Festival at the Polo Grounds in New York. In December 1947, the Bloomfield Civic Chorus made its forty-fifth appearance before an audience of 1,600, singing Handel's "Messiah."

During 1936 a number of people, deep in nostalgia, voiced a preference for an all-male chorus, so into the 1937 budget went sufficient funds for this third group, the Bloomfield Civic Glee Club. "Kurk" again took over, and by May the group was ready to appear with the orchestra at its anniversary concert. This ensemble, numbering forty male voices, made several informal appearances before parent-teacher groups, lodge meetings, and at the county penitentiary—in addition to its formal concerts.

The Bloomfield Federation of Music was born in 1941. This became a successful effort to share our plans and problems with interested townspeople, both within and outside of the three musical groups.

During the early years there was some apprehension as to the permanency of the music program — in neighboring communities, orchestras and choral groups had been short-lived — but Bloomfield's still operates strongly. Ten indoor concerts and six outdoor concerts were given in 1947. Audiences of the indoor concerts at the High School or Junior High School auditoriums averaged one thousand, and several thousand attended each of the outdoor concerts.

The Federation is composed of hundreds of members who pay a dollar per year for a partici-

pating or associate membership, and five dollars and up for a sustaining membership. The recreation department pays the salary of "Kurk" and school rental costs; the Federation assumes all other costs, and has been able to finance all new plans for the expanded music program. Thus, through the department, the town's annual subsidy amounts to approximately $3,000, and the Federation's share is almost all of that. Basket collections at the indoor concerts total approximately $1,200 yearly, and these funds are channeled through the Federation. The combined music libraries are valued at thousands of dollars. The local press and the Newark press are generous with space. Young artists appear as guest soloists, and there is always a waiting list.

With the formation of the Federation it would now be possible to form a municipal band and to award scholarships to deserving students. Subsequently both took place. We even organized the Bloomfield Mandolin Orchestra. Uniforms for the band were purchased in an interesting manner. The town's July 4th fireworks display had for some years been financed by way of an admission charge for the 6,500 seats of the concrete stand in the stadium; some 10,000 bleacher seats were free. Upon the occasion of the 1947 display, at the suggestion of the Mayor, there was a twenty-five cents charge for all seats. This surplus, amounting to $1,200, paid three-quarters of the uniform bill; the Federation paid the balance. This year's surplus will buy another dozen uniforms plus new gowns for the Civic Chorus.

In May of last year, the Federation provided the auspices for the Festival of Song presented by the New Jersey Federation of Music Clubs. This was an undertaking of no mean proportions, but the Federation was equipped to do the job and do it well.

Our formula for success? There isn't any. Our several hundred participants maintain a very high interest and the leadership is able and enthusiastic. Many people attend *all* of the concerts; others prefer to hear the classics or lighter music. Our groups are amateur, but not amateurish. Zeal on the part of the members of the Executive Council of the Bloomfield Federation of Music and a more than passing interest on the part of the members of the Board of Recreation Commissioners, and of the Mayor and Town Council, are other important factors. Bloomfield has indeed become a music center. Perhaps there is a formula after all, for here it is music "of the people, by the people, and for the people"—democracy in action.

A Chinese artist returns from Europe . . .

A Dance Federation Is Formed

Walter Grothe

A Chinese artist of San Francisco — Mr. Soong Chang—took a trip through Europe in 1937, and was intrigued with the folk dances that he saw there. He brought a few of them back to California and showed them to some of his friends. That was the beginning of folk dance activities in this state. From this nucleus of friends, the first group — Chang's International Folk Dancers — was founded. By 1942 twelve groups had sprung into existence in the San Francisco Bay Region and, on the occasion of a grape and wine festival at Lodi, California, a small country town in the grape district, Mr. Henry Glass invited these groups to form a federation. This idea was enthusiastically accepted, and in that year the Folk Dance Federation of California came into being. It was organized for the purpose of encouraging the enjoyment of folk dancing and its related arts, to promote a spirit of friendship and tolerance, to provide for and conduct monthly festivals, and to encourage research in authentic dance forms.

From 1942 to the present day, the folk dance movement has grown from the original twelve groups and a total membership of about four hundred dancers to more than one hundred twenty groups and more than ten thousand members.

Because of the existence of a unified federation,

the folk dance movement has spread over the entire state and today there is hardly a community which does not have a folk dance group. Each member group is a unit in itself, with officers and a treasury, teaching and a dance program, but all are joined in the state federation and all participate in the monthly festivals. Two festivals are held each month, one in the northern and one in the southern part of the state, and are scheduled at different locations each time with one or more of the member groups acting as host. A thousand or more dancers attend these festivals regularly and five to ten thousand spectators are not unusual.

In addition, the federation sponsors many other activities, such as a yearly state-wide festival, special performances, demonstrations, exhibitions, and leadership institutes. It is officially recognized by all schools, universities, cities and the state, and there is hardly a civic affair in which it is not asked to participate. Its general repertoire consists of about one hundred fifty dances of all nations, with definite authentic patterns established by the Federation's Research Committee.

The Research Committee meets regularly, goes thoroughly into the background of each dance before it is taught and publishes its findings and detailed dance descriptions in book form, under the title "Folk Dances from Near and Far." This book is used as a basis for teaching in each group so that all will have the same background and, therefore, be able to dance together at the festivals. The federation also publishes a monthly magazine "Let's Dance," which assists dancers with their problems, informs them of all planned activities and carries articles of interest.

Membership in the federation is open to all groups, regardless of color, creed or political affiliation, as long as the group is not primarily organized for commercial or nonrecreation purposes. It is one of the strongest policies of the federation to ban any form of commercialism in the folk dance movement. Most groups are sponsored by a school, university, city recreation department, YMCA, YWCA or community social clubs. There are practically no ethnological groups in California and the members of the folk dance groups are people from all walks of life, wealthy and poor, children, teen-agers, the middle aged, and people with white hair. All have one common interest: folk dancing.

In an age where the balance of recreation demands other outlets besides that of casual onlooker at a football or basketball game or other nonparticipating recreation, the Folk Dance Federation offers a noncommercial type of recreation that provides not only recreation but wide experience in

"Frydal Polska"

practising the democratic concept within our state-wide and local organizations. It offers people and families a way of enjoying themselves thoroughly, and it has given thousands of people a different and more wholesome outlook on life.

The development of leaders for school groups, girls' groups, such as the Camp Fire Girls and the Girl Scouts, for night schools, church groups, has taken place under the trained leadership within the federation. This development owes the success of its heightened activities to the folk dance movement. Generally speaking, the Folk Dance Federation is one of the most important sources for providing and training new leaders to carry on the concomitant values of folk dancing with these various groups.

The scope of the activities of the federation is constantly increasing. The demand is so great that monthly festivals are no longer sufficient. The largest auditoriums in the state are not large enough to hold the number of dancers who want to attend the affairs. It has, therefore, been necessary to arrange for regional festivals to take place between the regular monthly gatherings. Whenever the weather permits, festivals are held out-of-doors, in parks, on college campuses, and so on. Quite recently, enthusiasm has spread to the teen-age group, and the latest development is the holding of festivals for teen-agers only.

One of the outstanding and stimulating factors of the festivals is the wearing of costumes. While at first dancers came in ordinary clothes, today one hardly sees a dancer who does not wear a costume of some nationality. Often these costumes are imported from the country of origin, but most of them are made by the dancers themselves from authentic patterns.

Folk dancing is now recognized all over the United States as highly desirable recreation and cultural activity, and thanks to the federation, California occupies a leading position in the national folk dance movement.

Rumpus Ranges

Director of our national parks, Newton B. Drury, has served notice that unless vandalism is brought under control, "the valuable and irreplaceable properties of the people in the national parks will undergo steady deterioration and the areas will gradually lose their greatness and their beauty." The trouble is attributed, in part, to too few rangers on the job, inadequate service facilities, and an array of destructive individuals.

"RUMPUS RANGES" have been set aside in twenty-eight Michigan state parks to cope with the vandalism problem. Youngsters who have always wanted to remake the local park landscape can now do so under the guidance of "overseers" who will see that the tunnel and bridge-building is done safely and that the tree chopping and bonfires are confined to the proper areas.

Champion of the plan to lift ordinary confining restrictions at these special ranges, or "project areas" as they are known officially, is Arthur C. Elmer, Chief of the Michigan Conservation Department's Parks and Recreation Division. He believes that youngsters should have an "outlet for their bursting energy" and that we should "help them develop certain simple, but essential, outdoor skills. In the main part of the parks, children are subject to all sorts of 'don'ts' designed to protect areas against damage and unauthorized use. But by providing places where children under supervision may follow their natural inclination to have wholesome fun in the woods, we are also providing them with an opportunity to do something worthwhile and constructive."

Boys and girls are advised to join together in groups to decide what their "project" is to be—a totem pole, cave, or what-not. They get a permit for this and are turned loose in an unrestricted, but supervised, area to create according to their fancy. At Sleeper State Park, where the idea was tried for the first time last year, a council ring with stone fireplace and hewn log seats was built by groups of Huron County school children. It was a very good job and certainly a fine example of constructive activity.

Other worthwhile projects on which the youngsters may work, if they wish, are: building foot bridges, stoning trail steps, making lean-to shelters and constructing outdoor fireplaces. Some of the young folks, as part of their own project, are going to set up logs on which visitors to the park may carve their initials. Carving logs have proved so popular, and so valuable in diverting jackknives from living trees and signs, that they are to be established in all Michigan parks.

The summer group camp season, which is now in full swing, is bringing several of the areas into operation—although more activity is anticipated on week-ends during the school year. But winter or summer, boys and girls of Michigan will be able to dig and chop, carve and whittle, learn to build a fire, cook on it—and put it out!—so that, by experience, they will better be able to appreciate the out-of-doors.

Hillerich and Bradsby have released their 1948 editions containing information on the last World Series and All-Star records, and illustrated with pictures of major and minor league champions. The two books may be obtained from sporting goods dealers throughout the country.

Emergency!

WE HAVE JUST HEARD that the playgrounds in three North Carolina cities have been closed because of a polio epidemic. The summer program there has had to be radically revised, and the recreation department will carry on its work through the local radio, press, and every other possible means of reaching the families.

Could *you* completely revise your summer plans if necessary? Have you adequate material from which you could prepare radio programs, newspaper columns, or a bulletin service?

Have you a file of specialists who could help with script writing, radio production, dramatic and musical radio programs, storytelling programs, home play suggestions?

Could you swing your active sports program into a city-wide program for adults? Reach adults you've never reached before?

Could you organize a "better backyard" contest?

Could you organize a Visiting Recreation Service—send the leader to the children at home?

Could you work out a home bulletin service, and a method for its free distribution?

Could you design and prepare a large exhibit to be placed in a local bank or department store, showing use of home-made equipment, home-made toys, backyard and sidewalk games, and other activities for home-bound or convalescent youngsters?

Could you put on a training institute for parents on the subject of home play?

Be Prepared! Build up your library and your information file.

Get books and bulletins from the National Recreation Association. If you wish to reprint, feel free to do so—but please give us a credit line.

Look up the following articles in RECREATION:

February, 1944—Your Local Radio, a Salesman for Recreation

December, 1944—Going on the Air?

March, 1945—Patterns for Publicity in Radio

August, 1945—Design for Promoting a Listening Audience

May, 1946—Recreation, Decatur, and Radio

March, 1948—A Two-way Street (Cooperation Between Radio and Recreation)

If you do not subscribe to our regular bimonthly Bulletin Service, write us for the new, specially prepared free bulletin of *Emergency Suggestions,* order number MB 1945.

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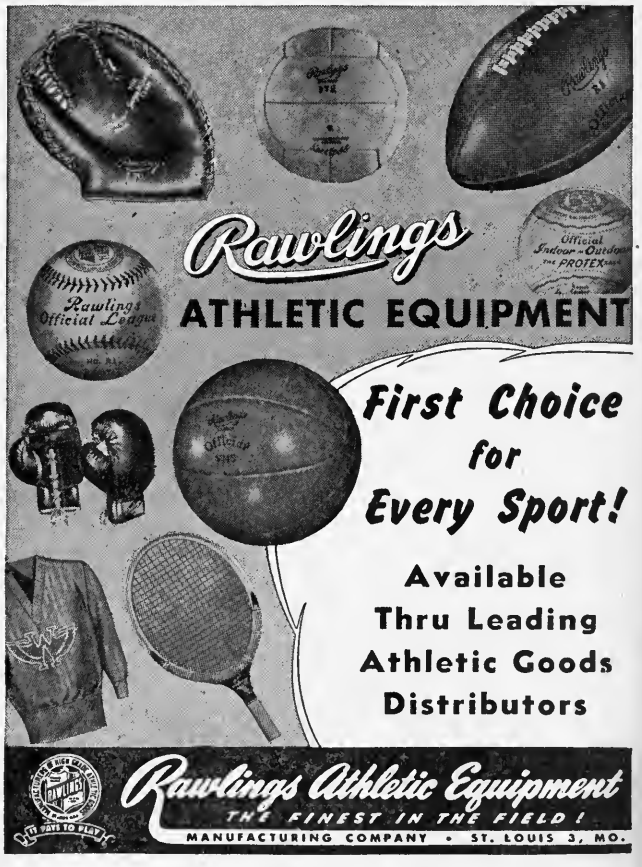
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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Parks and Recreation, March 1948
Planning and Design Today, Garrett Eckbo.
The Forest Preserve District of Cook County, Illinois—Part II, John Barstow Morrill.
Municipal Operation of Built-Up Ice Rinks, Herbert Kipke and Carl Fenner.
Municipal Swimming Pools, C. P. L. Nicholls.
The Maintenance Mart.

The Foil, February 1948
Young Adults Need Recreation, Too, B. Louis Mathern.
Organization of a Riding Program.

Youth Leaders Digest, March 1948
Are Girls Children?, Harriette Aull, Catholic Youth Work.

Junior League Magazine, April 1948
Is Bees Bugs?, Russell Peterson.

School Life, March 1948
State Laws Permitting Wider Use of School Property, Ward W. Keesecker.

American City, March 1948
Bromine for Swimming Pools?

Catholic Charities Review, March 1948
A Community Center Operated by Sisters.

Scholastic Coach, March 1948
Water Basketball, Giles F. Liegerot.

Journal of Health and Physical Education, March 1948
A Winter Sports School, George H. Krablin.

Authors in This Issue

ROSEMARY AND STEEVER OLDDEN—Live on sailboat in California; prime interest—cruising; destination—unimportant. Article on page 196.

JOHN S. NAGY—Commissioner of Recreation in Cleveland, Ohio. Article on page 199.

BILL SHARPE—Manager, News Bureau, Department of Conservation and Development, Raleigh, North Carolina. Article on page 206.

CEDRIC AUSTIN—Superintendent of Parks and Recreation, Phoenix, Arizona. Article on page 215.

HARRIET BATT—Assistant to Superintendent of Recreation Board, Lincoln, Nebraska. Article on page 218.

SAMUEL EVERETT — Director, Southeastern Pennsylvania Junior Red Cross. Article on page 220.

E. V. BLOHM—Parks and Recreation Division, Michigan. Article on page 229.

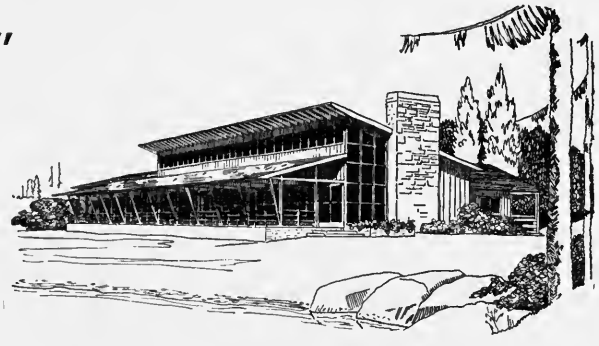
J. P. MILHOUS—Drama Department, Virginia Polytechnic Institute. Article on page 232.

C. A. EMMONS—Superintendent of Recreation in Bloomfield, New Jersey. Article on page 233.

WALTER GROTHE—President of Folk Dance Federation of California. Article on page 234.

"Camp Site Development"

By Julian Harris Salomon



Here is a complete and concise guide to the planning and building of a modern camp.

CAMP SITE DEVELOPMENT is packed with useful, practical data on all phases of the camp building problem. Though designed to meet the particular needs of Girl Scout camping, the plans and the principles of camp design are easily adaptable to the needs of all organizations or individuals interested in building new camps or rebuilding old ones.

Beginning with directions for the making of site plans and long-term development, the chapters cover the subjects of water supply, sewage disposal, roads, electric lines, administrative buildings, dining halls, kitchens, campers' living quarters, winter cabins, beaches, lakes, swimming pools, docks and other aquatic facilities—fully illustrated by 53 full-page, large-scale plates. Here are guides for the development of the simplest tent camp or for the permanent camp in which there are a variety of structures.

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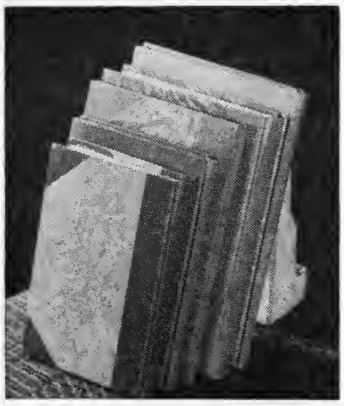

New Publications

Covering the Leisure Time Field

Extending Education Through Camping

Report of the School Camp Experiment, authorized by the Board of Education, City of New York. Published by Life Camps, Incorporated, 369 Lexington Avenue, New York.

THIS REPORT DESCRIBES a controlled experiment in which two teachers, trained at National Camp the previous summer, accompanied a fifth and seventh grade class to Life Camp for a three-week period. It includes the detailed objectives of education, and the place of camp experiences and activities in the school curriculum. This section, plus the section on the appraisal of the experiment, will be of great interest to school officials who feel that more study and information are needed before camping can be accepted wholeheartedly as part of a school program.

Recreation and camp leaders will be very much interested in the section on camp set-up, schedules, activities and programs. It is written from the viewpoint of the youngsters, the counselors, and several official visitors.

Craft Workit

By Shirley Silbert. New York University Book Store, New York. $3.00.

EIGHT SEPARATE three-way folders, giving the step-by-step procedures for fingerpainting, spatter printing, stenciling, metal foil, papercraft, clay work, puppetry and leathercraft are included in this craft kit, which has its own manila envelope. Each folder has interesting photographs and well-organized material describing tools, material used, progressive steps, and finished articles.

This kit is excellent for the beginner in crafts, the student teacher, or the inexperienced leader, and can be used by experienced crafts directors to illustrate techniques. It is, however, elementary in character, designed primarily to introduce crafts, give sufficient techniques to arouse interest, and teach simple skills.

HOT WEATHER SUGGESTIONS

Schuss Cuties and Spill Billies, by Barsis. Stephen Daye Press, Brattleboro, Vermont. $3.00.

PUT THIS BOOK on your birthday or Christmas list to give to any of your ski enthusiasts! Essentially it is a collection of over forty ski cartoons showing the frailties and foibles of skiers of both sexes. The titles: Scary Mary, Mac on his Back, Bess a Mess, Frankie no Hankie, give a general idea. They're fun!

The book is designed so that each cartoon can be removed; and a line of them framed, would make a very clever decoration for a den, sports lodge, or country cabin. Mr. Barsis suggests that the book might also be used as a scrapbook or photograph album. No matter how you use it, however, the cartoons will give you many a chuckle!

Games to Play on Skis, by Fritz Heinrich. Stephen Daye Press, Brattleboro, Vermont. $.50.

THE GAMES IN this thirty-seven page pamphlet are translated from the German by Dinsmore Adams, and illustrated in thirty-three diagrams. They will be of interest to all recreation leaders who promote a winter sports program. The pamphlet includes four sections: Bloodthirsty Games for Beginners; Games for Hilly Country; Games of Skill; and Exercises of Skill. The last section would be helpful for planning ice carnivals or special ski programs. It gives directions for bear-dancing, ski-waltzing, rocking-chair runs, and other unusual examples of skill.

The Hanson family of "I Remember Mama" faced the future with confidence—a confidence all due to Mama. "If anything goes wrong," said Mama, "there's always my Bank Account to pull us through."

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AUTOMATIC SAVING IS SURE SAVING - U.S. SAVINGS BONDS

Contributed by this magazine in co-operation with the Magazine Publishers of America as a public service.

U.S. SECURITY LOAN

A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim him,
Worse when they despise him.
Fail to honor people,
They fail to honor you,
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

Lao-tse.

Recreation

Henry Pfeiffer Library
MacMurray College
Jacksonville, Illinois

SEP 22 1948

SEPTEMBER 1948

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See You in Omaha!

30th National Recreation Congress

September 26-30

Hotel Fontenelle Omaha, Nebraska

PICTURE CREDITS: We are indebted to: Syracuse University Alumni News for photograph, page 244; Wisconsin University, page 245; New Jersey Department of Conservation and Development for top picture, page 253; Paul Parker Photos for lower, page 253; San Francisco Chronicle, pages 256-257.

ON THE COVER: *End of Summer.* Cooler September days lure young and old to enjoy clear mountain air. Heart Lake in the Adirondacks attracts many campers and hikers in the fall.

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

September 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

Planning for Living

A FACTORY IS PLANNED for maximum production.

A home should be planned for living.

What shall be the center for the family living?

Shall it be the dining room table, the fireplace, the piano, the children's play room?

There is nothing so good that it cannot be made a little better by planning for it.

There may well be no room for the fireplace, even for the piano, if everything else is planned for first and then as a last thought the question is asked, can we squeeze in a fireplace?

If we want to live in our home it is of first importance to plan it for living.

Just so—just so.

And if we want to plan our days and our years for living—

Shall we put all our best hours into hard, grinding work and then, when we are dog-tired and there is very little of our real, best selves left, turn to music, sport?

Is living something to be crowded into fragmentary spots when a person is too utterly gone for anything else?

With the shorter working week, the shorter working day, with a large number of mechanical slaves working for each one of us to help in doing the work of the world, why not save some of our freshest hours, the time when we are most fully alive, for enjoying beauty, music, sport, comradeship—for really living?

Recreation when one is too tired to do anything else is not truly recreation, is not even so effective in fitting one for work—if one still regards work as the sole end and purpose of existence.

The right use of leisure, said Aristotle long ago, is the purpose of education.

If we want at the end of our many years, before we leave this world, to feel that the hours of life have been rich and truly satisfying, if we want the full physical and mental health and well-being that belongs to those who have inherited the earth, leisure and living must not be tag ends, crowded-in parts of a terrific work life, but must be given an equal place with work, must be something to be enjoyed when we are all there, when we have our full powers, when we are rested, when we really have a desire to enjoy all our faculties, to be all that we are, to do all that is within our powers. Recreation that is the frazzled edge of work gives little of life.

Yet at the same time all play and no work is also empty.

The shorter the hours of work and the longer

the hours of leisure, the more there has to be a serious note in recreation, the more there has to be a place for service in recreation.

Work and play are two parts of one whole. Work means more with play. Play has greater meaning with work. Enough play is a little too much. It is better always to have a little play waiting for the period when there is more time. That which is waited for, planned for, is more appreciated and enjoyed.

And so in planning our cities.

We must plan not only for getting to our work.

We must plan our cities for living if we want to live.

Much evil comes from not recognizing that most men and women (including ourselves) are so built that they need leisure and living as they need food, water, air and sleep.

This little children know. If, as men gain maturity, without losing their maturity they can retain the child's ability to live fully each day; then their world will become a much easier planet for all.

HOWARD BRAUCHER

"Planning is forethought. It pervades the realm of all human action. Whether a man plans a business, a career, a house, or a fishing trip, he is looking into the future in order to arrange his affairs so that they will work out to the best advantage. Applied to our everyday world, planning is nothing but common sense."

C. EARL MORROW, in *Planning Your Community.*

THE WHITE HOUSE
WASHINGTON

September 1, 1948

Dear Mr. Braucher:

It gives me great satisfaction to salute the thirtieth National Recreation Congress. I send to you and all who make up this important conference my best wishes for a successful meeting.

Your group is dealing with an aspect of American life rooted in the Declaration of Independence. At the birth of no other nation was the "pursuit of happiness" set down as one of man's inalienable rights.

Year by year as America has moved forward building a sound economic foundation on which life could be assured and liberty protected, we have not forgotten this third right which is so rich a part of our great American heritage - the right to pursue happiness. And so today throughout our land there are playgrounds for children, special areas and buildings set aside for sports for youth, and an ever-growing number of facilities where men, women and children under leadership may in their leisure take part in a variety of activities that pay dividends in happiness.

The National Recreation Association has had a most significant part in helping to build the public recreation structure that now serves our land. The importance of its role will grow as the recreation movement grows. Our nation is indebted to the generous men and women whose contributions through the years have helped to make these services available.

I commend you for the progress made in this important field of human service and urge you to expand your service so eagerly welcomed by all communities and groups throughout the land.

Very sincerely yours,

Harry Truman

Mr. Howard Braucher
President
National Recreation Association
315 Fourth Avenue
New York 10, New York

Recreation Goes to College

UNIVERSITY AND COLLEGE gates now are flung wide. The back-to-school movement has begun, and fall schedules are the order of the day. Among the hordes of youth facing training for the future, how many are choosing a professional recreation career? How many are aware of the opportunities and challenge in this comparatively young but steadily growing profession?

As large and small towns, rural areas, civic organizations—both public and private—more generally understand the values of a local recreation program, and make known their needs for professional assistance, so grows the nation-wide demand for trained recreation leadership. The rapid expansion and extension of public tax-supported systems of community recreation also increases the call for college graduates with some experience and post-graduate work, to take over in administration, and supervision of staff members, with placement in systems of public recreation at city, state, or federal levels of administration.

The rapid expansion of the field of recreation as a profession, which is not an overnight affair but has been building gradually through the years and has been accelerated by the recent war, can best be illustrated by the fact that undergraduate recreation majors are today becoming a part of the curriculum of more and more outstanding colleges in this country. Faculties are responding to the growing need, and to the petitioning of recreation councils and commissions throughout the land.

We hear of the establishment of new majors right and left, as for example, that of one university which, in response to such a petition, has just established a new four-year major and minor in "Community Leadership in Recreation." The curriculum has been planned by a large inter-college committee, not only as a means of producing playground or activity leaders, or preparing students for rewarding personal participation in leisure-time pursuits with their attendant valuable results; but also it was conceived as a way of providing, to the state, a leadership group generally concerned with the well-being of people, and especially equipped to lead and aid in the development of a satisfying, healthy community life.

This approach implies a curriculum concerned with broad understanding of fundamental fields, supplemented by tools to work with in terms of specific skills, so that understanding will not repose in a vacuum for want of a place and means of application.

Pursuing this principle, the faculty of this university, in consultation with the National Recreation Association and the State Recreation Council, constructed a curriculum of one hundred twenty-four credits, made up of three types of courses: foundation courses, with emphasis on the social sciences; professional courses, including field work; and resource, or skill courses.

New recreation undergraduate majors, in the various schools, vary widely in their scope and content, and in the method in which they are administered. Some of them provide a variety of basic recreation specialization within another field, such as that of physical education. It is clear that preparation for recreation leadership is less standardized than that for many older, more established fields, and it is probably desirable that this should be so.

In a Western university, for instance, administration is under an Administrative Committee on Group Major in Recreation. The curriculum is supervised by a professor of physical education who is chairman of the committee; and an A.B.A.

degree is offered. The faculty consists of six people, all of whom have had ten to twenty years of experience in various phases of recreation, and who give part-time to the recreation curriculum.

In a large Eastern university, administration is under an Inter-Divisional Program of Recreation, supervised by the chairman. Degrees offered are: B.S., M.A., Professional Diploma, Ed.D. and Ph.D. Here one faculty member gives full-time to the recreation curriculum, his experience including five years in city and college recreation and two in leadership training. One faculty person gives half-time, his experience including thirty years in camping and recreation work; three others give varying amounts of time.

At one state college, on the other hand, recreation major courses are administered by the School of Physical Education and Athletics, and supervised by the associate professor in charge of the recreation curriculum. B.S. and M.S. degrees in recreation are offered. Here, too, one person gives full-time to recreation, while six others give more than half-time. All have had many years experience in physical education and recreation work. It is interesting too, to note that some colleges offer B.A. and M.A. degrees.

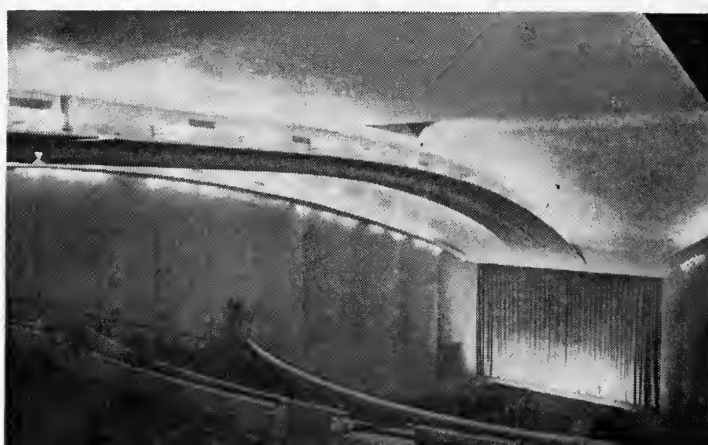
Likewise curriculums vary widely. One college suggests that students preparing for this field major in Recreation Administration and Supervision, and minor in two of the following fields: sociology, political science, education, physical education; while a minor in Recreation Administration and Supervision might accompany a major in any of these fields.

Many faculty groups have planned curriculums in consultation with the National Recreation Association. In the light of this fact, and of the many requests for information regarding colleges and universities offering undergraduate majors, the Association recently sent requests for information to 1,259 four-year institutions. Brief follow-up questionnaires were sent to all those reporting such majors in recreation, requesting specific details. The information received is summarized in a report which is now available from Association offices.* (This is in addition to the material put out by the N.R.A. in 1945 on essential subjects for college recreation courses.†) This summary, of undergraduate nature, is intended only to apprise colleges and universities of the type of courses being offered elsewhere, and to guide students to the institution which will serve their particular needs and interests.

In general, courses offered as having interest for the prospective recreation worker include, in all instances though with varying degrees of emphasis, introduction to the principles and methods of community recreation; all include resource or skill courses, planning and presentation of a recreation program, study of the place of creative arts in recreation and in human affairs; foundation courses in the social sciences, psychology, child growth and development, and in some cases—biology and physiology, health education, philosophy, history, group work in recreation; most of them offer camp leadership, administration, program; almost all include field training—that important learning-by-doing—which varies in type of assignment and required length of service.

The colleges which sent detailed information about undergraduate recreation majors in response to the Association questionnaire are: California—Chapman College, Los Angeles, College of the Pacific, Stockton, Mills College, Oakland, San Francisco State College, San Francisco, San Jose State College, San Jose, University of California, Berkeley; Florida—Florida State University, Tallahassee; Illinois—George Williams College, Chicago; Indiana—Indiana University, Bloomington, Purdue University, Lafayette, Taylor University, Upland; Iowa—University of Iowa, Iowa City; Massachusetts — Boston University: College of Physical Education for Women (Sargent), Boston, Springfield College, Springfield; Michigan—Michigan State College, East Lansing, Wayne University, Detroit; Minnesota — University of

The University of Wisconsin's Memorial Union Theatre, seating 1300, for student dramatic productions.



Undergraduate Curricula in Colleges and Universities, National Recreation Association. One dollar.

†*College Training Courses for Recreation Workers.* National Recreation Association, MP Number 319. Ten cents.

Minnesota, Minneapolis; Missouri — Northeast Missouri State Teachers College, Kirksville; Nebraska—University of Nebraska, Lincoln; New Hampshire—University of New Hampshire, Durham; New York—Teachers College, Columbia University, New York City; North Carolina—Women's College of the University of North Carolina, Greensboro, University of North Carolina, Chapel Hill; Ohio—Ohio State University, Columbus, Ohio Wesleyan University, Delaware; Pennsylvania — Pennsylvania State College, State College; Texas—North Texas State Teachers College, Denton, Texas State College for Women, Denton; Utah—University of Utah, Logan; Virginia—Richmond Professional Institute of College of William and Mary, Richmond; Washington—State College of Washington, Pullman, University of Washington, Seattle; Wisconsin—University of Wisconsin, Madison; Hawaii —University of Hawaii, Honolulu.

However, a number of institutions also have established undergraduate courses of study designed to prepare students, upon graduation, for full-time employment in subordinate positions at playgrounds and indoor recreation centers, or in connection with community-wide recreation projects. Many institutions offer a few recreation courses which give students, majoring in education, social work, physical education, or some related field, an opportunity to secure a familiarity with recreation activities and methods that will be useful to them in their own field or as part-time recreation workers.

In addition to these courses designed to prepare students for full-time or part-time paid recreation service, colleges and universities are in a unique position to further education for recreation. They can, and do, offer courses in recreation which are available to the entire student body. Courses providing participation and some leadership training in crafts, social recreation, drama, music, and other recreation activities, help them develop an appreciation of the recreational arts, acquaint them with some skills and recreation methods which they can take back to their community. Such courses also help to make students aware of the importance of recreation and its place in today's world, and to prepare them for effective service as volunteer recreation leaders.

Some colleges too, have added extension courses in recreation. A recent and noteworthy undertaking at a Southern university adds a new wrinkle in training leaders for community recreation, by furnishing this training on a state-wide basis as a public service. These courses do not offer college credit, and involve no cost to participants. Covering a five-year period, the training program will consist of a series of short courses which will be given in sequence. Those who take all courses will complete one hundred fifty hours of training under the supervision of nationally known recreation specialists. The series of courses will assist public-school teachers and part-time recreation workers to lead a variety of recreation activities, as well as to upgrade themselves in this work later on; while seasoned veterans in the field will find the courses of refresher value.

In developing this long-range training program, the General Extension Division has the cooperation of the College of Physical Education, Health and Athletics at the university; the Department of Physical Education of the state university, the State Department of Education and the National Recreation Association. Representatives of each of these organizations hold frequent planning conferences. They also consult city and county superintendents of recreation, county juvenile court judges, school principals and teachers, and other adult and youth leaders of community groups in planning the overall training program.

More than 1200 community leaders already have completed the first short course in the series, given during last March and April. This course, offered in thirteen centers throughout the state, was general in nature and entitled Program Planning. It was held seven hours a day on three consecutive days, in all thirteen centers. Because of the enthusiastic response, the General Extension Division is making plans to follow it with training in special areas of recreation such as arts and crafts, social recreation, playground activities, dramatics and music.

The foregoing is, of course, only a partial picture of the splendid response of colleges and universities to public need—a straw to show which way the wind is blowing. It can indeed be said that recreation has grown up; and that now it goes to college.

Report Available

Copies of the report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation may be purchased from the Athletic Institute, 209 South State Street, Chicago, Illinois—at a cost of $1 per copy postpaid. The Conference was held at Jackson's Mill near Weston, Virginia, in May, 1948. See July issue of RECREATION.

The Library---A Resource for Recreation

A paper presented at a southwestern regional recreation conference by Clarence S. Paine, Director of Oklahoma City Libraries

As a one-time trainer of salesmen, an ex-college professor, and a librarian, I think I have some right to think of myself as an educator or, in the King's English, an educationalist. Nowhere is the public conception of the participation of an educationalist in physical recreation better described than in Cornelia Otis Skinner's delightful book, *Our Hearts Were Young and Gay.*

Describing a week-end at the home of the late H. G. Wells, Miss Skinner tells of the participation of a fellow guest, a "great educationalist," in a game which seems to have been a cross between handball, badminton, and lacrosse, by saying, "The great educationalist played the way one would imagine a great educationalist would, which was to avoid with dignity as much participation as possible."

Too often public libraries have avoided with dignity as much participation as possible in the planned recreational programs of their respective communities, preferring to carry on their own independent reading for recreation programs. Too often you, the professional "recreation worker," have overlooked reading as an essential form of recreation and an important activity to be added to your programs.

I have not attempted to make a survey. I will venture to predict, however, that few if any of your own community recreation plans have been made with much thought of your local public library as a resource for recreation. If I am right in that prediction, then it must be admitted that both you and your local public libraries have failed to create an effective recreational program and library system, in which the facilities and activities of both departments are so coordinated as to avoid costly duplication.

As I see it, our public recreation agencies, our public schools, our public libraries, and our churches, consciously or otherwise, have a com-

Has your recreation department failed to cooperate with the public library in building toward a coordinated program?

mon end in view which is, if it can be simply stated, the development of an intellectually, physically, and spiritually well-rounded citizenry, each and every member of which is willing and able to assume his place in a democratic society—each to contribute to that society up to the limits of his innate intellectual, spiritual, and physical capacity.

There is, however, a danger in any such high-sounding statement of objectives. We, in these United States, are too prone to organize in behalf of some cause, devise a noble statement of our objectives, place same before the body politic in the form of a resolution which is adopted unanimously, and then adjourn, considering the job well done. We are too little concerned with the methods, the means by which we shall attain our objectives. We are all—the recreation agencies, the schools and churches and the libraries—too inclined to regard our own specific methods and materials as adequate to the task at hand. We come to think of the school as being solely responsible, or almost so, for the intellectual development of our population. All of us "pass the buck" to the church on matters spiritual, and nobody thinks of the library. But that is usually the fault of the library itself.

Actually, the library's manifold responsibilities to intellectual, physical, and spiritual development are perhaps more readily apparent than are those of your recreation agencies. To any interested person it will be obvious that the library has within its collections essential materials for the intellectual, spiritual, and physical development of men and their children. What we have failed to do is to create more widespread interest and, in that failure, our schools, and perhaps you, must assume a portion of the responsibility.

By popular conception, at least, your responsibilities are more readily defined. My dictionary tells me that recreation is "the refreshment of mind or body after toil or weariness. Any occupation that diverts."

If my limited knowledge of the history of the development of public recreation programs serves me correctly, they were originally built around a program of physical exercise, usually of such duration and intensity as would have done justice to a professional heavy-weight. I remember, almost too well, the Y.M.C.A. and high school programs of my own youth. Both were designed in accordance with a too narrow interpretation of the Darwinian philosophy of the survival of the fittest. I suspect the only reason I survived was that I developed an impregnable system of alibis and the ability "to avoid with (or without) dignity as much participation as possible." My motives were entirely those of self-preservation by any means whatever. I simply was not built for a halfback, although when properly scared I made an excellent cross-country runner.

With the development of physical recreation programs properly graded to the innate limits of the individual, however, some of you were realizing that physical activity alone could not provide a well-rounded recreation program for all people. There were many whose work-a-day tasks required constant physical effort and others, who, for various reasons, could find little interest in the idea of bodily exertion in their leisure hours. For them you have developed a well-rounded program of arts and crafts and other activities—creative, cultural and social. And in this, as in your physical recreation program, you have rightly emphasized participation as against mere spectatorship.

In your literature, however, I still fail to find emphasis upon what I believe to be the one remaining activity which is essential to any well-rounded program of recreation for any community. I refer to *reading* for pleasure, as well as for profit. I suspect that this omission is rather the result of your taking for granted, first: that anyone who can find recreation in reading will read; and second, that this is a job for the public library, anyway. Neither of these assumptions is true. You have not hesitated to stimulate interest in your organized games and sports and in your art and crafts classes for those whom you believe to need such activity. Many times you have seen disinterest develop into enthusiasm and skill. It is true that the provision of reading materials and readers' advisory service is the responsibility of the public library. I am not trying to pass the buck to you. My point is that you and the public library ought to be working together in order that reading programs, as well developed as your programs in other fields, may become an integral part of every community recreation program.

Do not misunderstand me. I am not blaming you alone for these omissions. I regret that it is probably true that the greatest blame is upon the public library for its failure to assume leadership and coordinate its program with yours. But it doesn't really matter where the leadership comes from and I believe that I can assure you that if your local public library has not assumed leadership, you will find it willing and anxious to cooperate in your program.

There are many ways in which this cooperation can function. I shall not attempt to review them all. Each community must develop its own with regard to its needs. I may suggest one in which I

know you will find interest, one which has already been tried and proved in some communities. I refer to the operation of a mobile library, or "bookmobile," on a schedule providing periodic visits to all organized playground areas in the community as well as to some rural areas, carrying good books, a storyteller, and educational films to the children and adults in that area.

There are other ways in which we can work with you. The printed and other graphic materials of your profession should be available to you through your local public library. To name a few —your professional journals, definitive reference books such as encyclopedias of sports and games; plays and pageants and production helps for same; and films to provide teaching aids for various games, sports, and handcrafts. Sometimes, too often perhaps, in your own community you will not find enough of these aids in your public library. But unless you have made your needs known, you cannot blame your library for this.

Let us marshal our forces into a complete, well-rounded program of recreational activity for all our people. In this democracy of ours, our education, our work, and our play must all be directed toward the creation of a dynamic, healthy, and informed population.

We have long recognized, or at least given lip service to the value of sports and games in the teaching of fair play, tolerance, and wholesome competition. There are still other values in these and other phases of your recreation program. The arts and crafts, the folk songs and dances, the sports and games of the peoples of foreign lands and far-away regions of our own continent and our own past, all of which are a legitimate and already prominent part of your work, can and do contribute to an understanding of those peoples and those times. Similarly in the library, reading of the arts and music and the literature of the people of all times contributes to understanding. And only through understanding, through education, if you will, can we hope to achieve world peace. So do not overlook the educational and spiritual values in your work and mine.

In the same breath, let me warn you that in the very accomplishment of those ends, in the very development of a complete program of recreation for any community, there lies a grave danger—the danger that in our zeal we will have developed facilities and a program which will take our people, our men and women and their children, out of their homes in every waking hour of leisure.

During the past quarter of a century there have been many things which have contributed to the disintegration of the family as a social unit. The schools, churches and recreation agencies have unwittingly contributed to this. Their very concern over the trend has caused them to attempt to provide substitute activities for time once spent in the home and the neighborhood. If our young people were to be away from home, it was better, they contended, that they be on the playground, in the youth center or in various extracurricular activities in the schools than on the highway or in the tavern. There is, of course, no denying the argument. The fallacy lies in the original reasoning, expressed or otherwise, that the family unit is a thing of the past and cannot be revitalized. That may be true, but until we have proved it so, it is nothing short of negligence for us to regard it as such.

Many departments, cooperating with library, provide bookmobile for periodic visits to local playgrounds.

We ought all to have as one of our immediate objectives the re-direction of attention to the home and neighborhood as a center for the great part of all recreation activity.

In this, the library has an easy advantage. Reading is essentially an at-home activity. However, your other programs, too, can and should try unceasingly to recreate and revitalize the activities centering about the home. In your playgrounds, your youth centers and your schools, you can teach and promote activities which lend themselves to family participation. Encourage production of arts and crafts at home. Introduce competitive reading clubs, competitive gardening, and many other things, which you will know better than I, to serve this end.

We must view with alarm any further disintegration of the home and family life, for if we cannot preserve the family unit, we cannot preserve the democracy which has its very roots in that home.

PROBLEMS IN RECREATION

Harlan G. Metcalf

JOHN DEWEY HAS suggested that we human beings do not think unless we are confronted with a problem. The recreation movement in this country has grown so fast, especially with and since the last war, that many headaches and problems concerning recreation have developed. It is most fitting that time should be given to the matter of thinking about the problems and their solution. Of course, it is always easier to raise problems than to solve them, but until they are raised and we are confronted by them, we probably will not focus our thinking on them very clearly. It is my purpose then, to raise some problems and to share with you *my* thinking at least, which may stimulate your thinking, which, in turn, may bring us nearer to some solutions—we hope. If my thinking is different from your thinking, we will both do more thinking.

Here are some problems facing recreation today. They are not new.

Many of us lack a broad concept and philosophy of recreation. To many, recreation means, simply and solely, athletic sports. To others, it means what happens on playgrounds, at recess and after school. To still others, it means only social recreation. Generally, in this type of recreation, a leader is required who bubbles over with personality, plus. He or she can lead a song, a game, or call a square dance. But when the leader leaves the group, its members settle into the previous level of mediocrity and lack of imagination. That's a problem too: teaching or helping more people to be *self-starters* and doers, and not just dependers upon a leader.

Probably, we must be more tolerant of the recreation of others even though they are "bugs" on queer things. Recreation cannot be circumscribed or fenced in. It is as big and broad as all the leisure-time interests of men.

Some of us use recreation as a bait, or as a means to some end rather than as the wholly adequate end itself. What do I mean?

Some churches have been guilty of using recreation at times to draw people into the congregation, or to hold young people. Most children, for instance, attend Sunday School picnics.

Some schools have been guilty of using recreation for discipline. If you don't get this lesson you can't go out to play.

Some 4-H clubs have used a bit of recreation here or there to hold the group together for their more serious and supposedly more important projects.

Recreation needs no added justification. It is basically important and *needed* for its own intrinsic value to the individual.

The churches, the schools and communities should be *so much interested in their young people and their recreation needs* that they provide gymnasia, swimming pools, stages, craftshops, summer camps in the country, for the development of and for the sake of the young people, not because they hope that the youngsters will join the church or study harder. Let's give recreation to school children, 4-H clubers and adults because it is important to them.

Educational institutions have concerned themselves with teaching the skills of earning a living and neglected their equally important responsibility of teaching the skills of how to live. There is more to life than being able to exist. Recreation enables one to live and to live abundantly. It must not be taken for granted. Recreations are made up of many skills plus a philosophy or an attitude of mind. Recreation skills must be learned, therefore they must be taught. It must not be assumed

*Address given at a meeting of New York Association for Health, Physical Education and Recreation.

that all recreation skills must or can be taught in the schools, but the schools have a wonderful opportunity to try it. Think of the chances to develop interests and skills in—and growing life-time appreciations of—music, art, crafts, dramatics, poetry, nature lore, campcraft, carry-over sports such as bait-casting, fly-casting, surf-casting, hunting, hunting with bow and arrow, conservation education, swimming, and a host of others.

The lack of proper use of facilities in a community, by all who might profit from their use, is, of course, another problem, and definite progress is being made in this direction.

A fifth problem is often expressed as *the need for adequate financing of recreation.* But the lack of money is used too often as an excuse for doing nothing in recreation.

Petty jealousies prevent agencies from getting together for self-coordination and cooperative joint planning in order to provide a maximum recreation service to people. This is a problem which anyone with the will can attack.

One of the greatest problems facing recreation at present is, of course, the *lack of a high quality of recreation leadership generally throughout the nation in all areas*—schools, churches, industries, community agencies, parks and others. This condition is related to many other problems as well as to some already mentioned. Here are a few situations which must be faced:

Lopsided training of recreation workers.

Assumption that a professional recreation training curriculum in a college or university is the answer.

Fights on college campuses as to which department, if any, should pre-empt the field of professional training in recreation.

A department in a university starting a professional training curriculum without knowledge of or joint planning with other departments on the campus which already are making valuable contributions in recreation training—or could do so.

Establishing a training curriculum in recreation in a college and inviting all comers without first knowing how many trained full-time career workers in recreation a state or area can support, and what specific types of recreation work they will do.

Lack of adequate interne or apprentice-training in recreation.

Neglecting specific training in rural recreation and other specific areas in recreation training curricula.

Loading a curriculum so full of required courses that, as in physical education curricula, there is little opportunity for electives.

Need of considering personal qualifications of recreation workers.

Consideration of different colleges in different areas of a state or region specializing in different types of recreation training.

Need of techniques for uncovering or discovering volunteer recreation workers in a community.

Problem of getting talented people in a community to assume recreation leadership in various areas.

Need for in-service training opportunities for recreation workers.

These problems are, of course, but a partial list. The solutions are not simple and vary widely. There is, however, one general problem which, if solved, would go far towards solving all the others I have mentioned. It is: *a general lack of understanding or appreciation of the importance of recreation.*

Think on these things. Man made music, danced rhythms, competed in tests of strength and agility, fashioned works of art from wood and clay and appreciated the beauty of bird songs, lakes and mountains long before commerce and business were ever considered. For literally hundreds of thousands of years man has engaged in singing, dancing, hiking, hunting, fishing, swimming, mountain climbing, camping, and absorbing the beauty of nature. Has the basic, original nature of man changed because of urbanized existence in the last 5,000 years? No. Recreation is a heritage imbedded in our neural action patterns as human beings. If we neglect it, we will cease to be worthy examples of *homo sapiens* and become saps for short. We will go crazy.

Recreation is not something a kind-hearted industrialist might provide for his employees. Recreation is the right of every human being in a democracy. Since, in a democracy, there is not only freedom of religion, of speech, and of the press, but freedom of choice as to one's use of leisure time, a democracy—our democracy—will more and more be judged by the recreation of its people.

Recreation is a universal language; it is international, for it is a need of all individuals regardless of race. I would like to see United Nations delegates together singing songs of their respective nations, dancing each other's dances and admiring exhibits of each other's art, or finishing a hike together at sunset and roasting steaks and marshmallows amid the circle of a campfire. Much better, this, than a so-called social tea (though a tea is better than nothing). Recreation can bring nations closer together just as it helps us as individuals to understand and appreciate each other.

I have raised many problems, but I have also tried to say that recreation is tremendously, strategically, and increasingly *important.* And only as we realize this, and give it its fundamental place in our thinking and in our living, can we hope to solve financing or other problems relating to recreation and its leadership.

WE WANT A CLUB!

DOROTHY RICHARDSON, *recent USO Program Director, National Board YWCA, has had wide experience with teen-age clubs, and in conducting leadership training courses. Here she presents helpful suggestions for recreation leaders.*

HOW FAMILIAR ARE those words to adult leaders in centers, at schools and on the playgrounds! Many of us have been approached by a group of eager girls or boys who want a leader, or suggestions, to help them carry out ideas which they have gathered together. Put into words, their reason for forming a club may be anything from a desire "to have fun" to a wish "to study the United Nations." Their notions about a club as an organization may range from that of a highly organized group with a written constitution and very formal procedure for officers, to a loosely knit group with little or no structure.

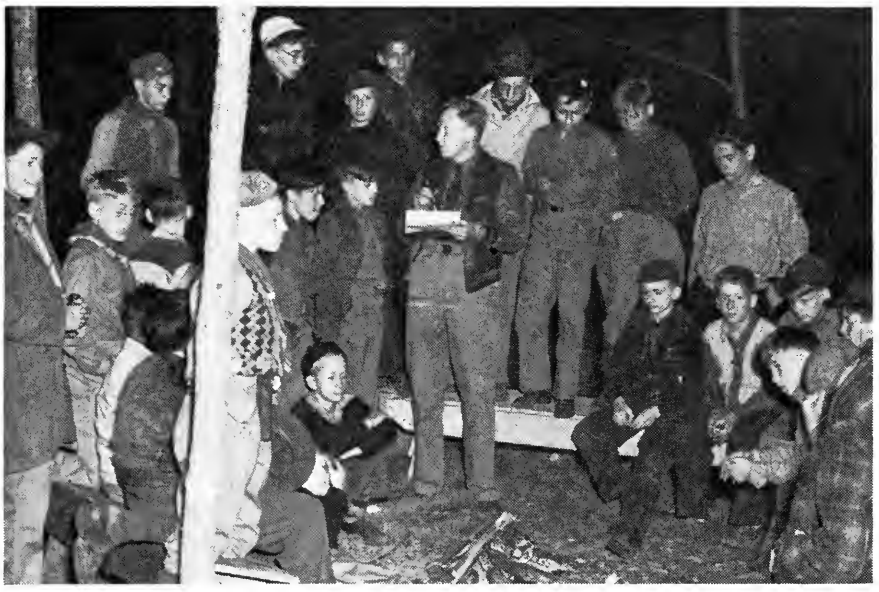
Therefore, we can well understand that the feeling motivating the formation of a club has something to do with a desire to belong to something, to be exclusive in varying degrees, and to have a medium through which to express oneself. The answers to our "why's" can bring as many different answers as there are individuals requesting a club. Since, increasingly, we are conscious of the important role an adult leader plays in a club's life, we are prompted either to refuse, or to go on with this request for a club only according to the availability of a good leader who can give real help to these youngsters.

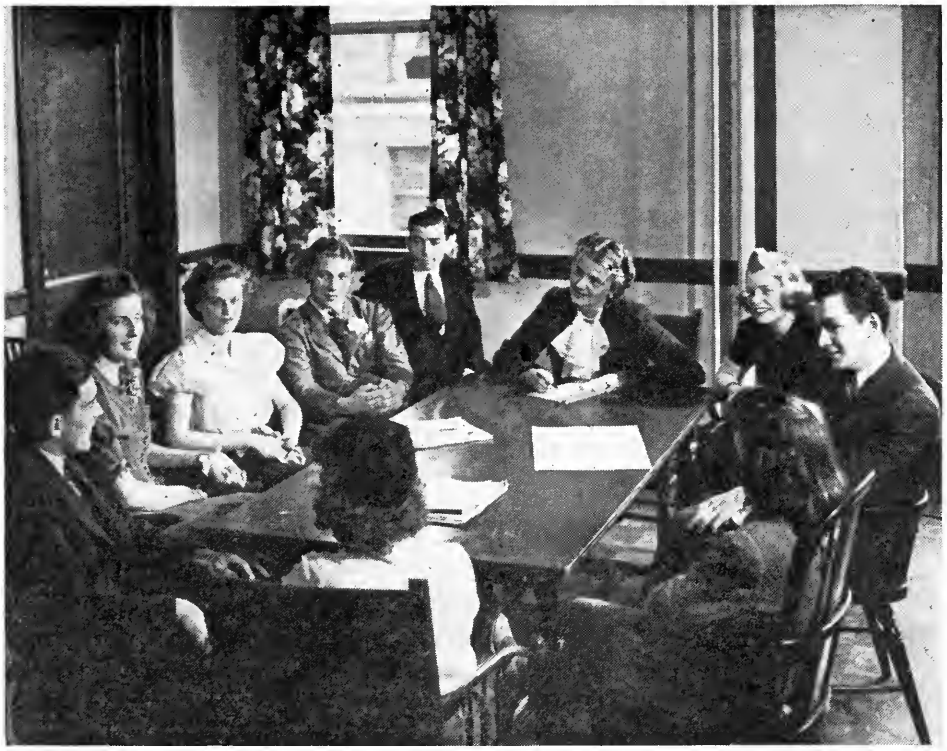
Why are we so concerned about the kind of leadership necessary? Actually, a club is not an assortment of individuals collected in one room for a weekly meeting. It is a group of individuals who have expressed some social needs—individuals with some desire to be socially acceptable in their immediate environment. How these individuals grow as persons, and as a group, depends on the way a leader understands and helps them—through the interplay of group life in the club, and the relation of groups to each other.

Doubtless, any of us can recall with glaring clarity the times we have felt that neither the immediate goals nor the long time objectives of the boys and girls or of ourselves were achieved to any degree at all. Did you ever experience having a club spend a whole year struggling over a complicated constitution and never getting around to any program that they could enjoy? Or do you remember the time when a group of girls, who always proposed a party with boys, couldn't quite get the boys invited or the party planned since all were not ready for this coeducational experience? There are other examples which we could quote—such as that of the club with so many ideas that no agreement on one could be reached as a starting point; or that of club members with a desire to be together but with no ideas to hold them together—the meetings, therefore, becoming a series of seemingly "empty" sessions.

Suppose a leader can be found. What does he, or she, consider as his role with these youngsters who think they want a club? Surely no one of us can function without some basic knowledge about the background (social, economic, cultural, and the like) of the persons involved. How will what each person brings to the group add richness and increased understanding of differences, or how will the differences create conflict? What do we know about behavior—as symptomatic of the needs and desires of the child? There will come the day in every leader's life when one child simply will not "pull with" the others. That is when a leader needs to know everything about

How do you get programs going in clubs? We've suggested all sorts of things to do, with no response or answers such as "Aw, we don't want to do that!"





Why so concerned with type of leadership necessary? Everything depends on leader's understanding and help. Here a group discusses family, social relationships.

No fizzling out for this committee! Sometimes such committees fall down on accepting responsibility.

children, clubs or programs, and it is a sign of wisdom and maturity to seek help from those whose experience, insight, and training can support us in our endeavors.

Also, the amount of insight we have into our own reactions to behavior and ideas will help us accept and guide rather than react as a "grown-up," imposing our ideas and discipline on club members. Leaders may fall into one of three general categories: the one who wishes all children to meet his adult ideas; the one who thinks children should act pretty much as they wish; and the one who recognizes the child's needs and *helps* him to grow at his own speed in this club experience. There are apt to be moments when any one of us may show a tendency toward a combination of all or some of these characteristics of leadership.

Perhaps the one question which universally disturbs all of us as leaders is "How do you get a program going in a club?" We are confronted with our group; have tried to find out something about the number of possible members, the facilities for a meeting place and for activities. Equipment is available—but nothing really seems to happen. In fact, we've suggested all sorts of things to do, with no response, and the suggestions made by one or two members have been overridden with remarks such as "Aw—we don't want to do that!" What, now? How's your blood pressure and patience at this point? Or—there may be a situation such as one in which I found myself (and not just once!). In my best manner I was trying to explore the interests of a club of teen-age boys and girls in a certain small community. After much silence (how silent it can be), one girl looked me squarely in the eyes and said: "You've lived longer than we have—what do *you* think we'd like to do?" All of us had a good laugh, which opened the door for questions from me, the adult, about what they did in other parts of their lives; what they enjoyed doing most; why they thought this group had some special contribution to make to them, and what had pulled them together in the first place. In however stumbling a manner we proceeded, we did get at some of their interests and needs, eliminated those that were being satisfied somewhere else (to some degree, anyway) and arrived at a starting point for this new club. The factor of greatest significance was that members could have some choice and that what they arrived at was of their own choosing.

Any leader, at some time or other, may find ideas, which he himself has tossed into the hopper, "coming home to roost" weeks later—the child who is introducing them, actually being under the impression that he thought up the ideas himself. Do we *need* to get credit for an idea? As far as program ideas are concerned, a leader has a definite function in "priming the pump," and then in knowing how to control the stream of ideas that pour forth when club members "get going." There is no set formula as to just how far the leader goes in suggesting or moving along with the group's enthusiasm. We learn that through experience—and the hard way!

But, we can learn to watch for the signal flags which denote lagging, no interest or when the time is ripe to move into allied interests. We must be sensitive enough to pick up on some trend in the discussion or activity which indicates that the "time is now."

It is disastrous to make general statements about program building for *all* people. The varied needs and interests of certain age-groups must be taken into account. A ten-year-old surely won't respond to the same ideas and plans as a fifteen-year-old—owing to difference in maturity and interests.

But, we would register one very important factor in all program building—that of the influence of the span of interest around any one project. Our alertness as to when the teen-agers have discussed enough and need to move into an activity is important. The necessity to know when a basketball club has played enough, and needs to discuss some matters that members have been talking about among themselves, makes demands on the leader, too.

There are skills which each of us brings into the club experience. Some of us are sought after because we have special ability in some specific area of interest such as crafts, music, dramatics, sports, and so on. Certainly we use these skills to help boys and girls increase their own skills. How-

ever, we bring a *plus* to club leadership when we can help our groups relate this particular area to other parts of their lives and so grow as total persons—not in parts! Perhaps you have heard of the sign on a certain country road which reads as follows: "Pick your rut carefully—you'll be in it for the next twenty miles!" Sometimes club programs get into ruts for months or years instead of twenty miles. To avoid such an eventuality, the farseeing leader not only helps members explore their expressed desires but exposes them to new ideas. This may be as effective as exposure to measles—as far as catching an idea is concerned! But we don't push our own ideas down other people's throats!

Club groups vary in size and so cannot always move as units. Committees may work very effectively or they may completely fizzle out in regard to accepting responsibility. All kinds of experience could be cited on committees. Perhaps club members need to learn why they had no refreshments—because a committee failed to function, and why. There are just as many learning experiences on the positive side—when the decoration committee really did do a super job and "made" the party —when a committee visited the City Council on a project, and so on.

We cannot always gauge the way in which individuals will produce. We can only help in providing the opportunities for them to learn and to make their contributions at the level of their own experience and ability. One high school club president once kept a list of all the committees she appointed. She starred the individuals who grew and took responsibility well, and saw that they, with less able persons, made up the next committee. In this way she balanced committees over and over again, and gave all girls a chance to serve and get stars.

There aren't neat "do's" and "don'ts" to follow in helping clubs develop. Who wants such anyway? Perhaps the most important attributes for leaders could be said to be: a genuine liking for children and young people; a desire to let them grow with our *guidance,* through their skills and experience; and a belief in their abilities. Our job is to help boys and girls have creative experiences within clubs. These should be closely knit groups and so more effective for bringing learning and recreation to all members. Our own satisfactions come in the fun we have and from seeing others enjoy their club life.

Recreation News

Court Case

In Elizabeth, New Jersey, last month, Judge Edward A. McGrath, in Common Pleas Court, ruled that an insurance agent, who broke his leg while running in a one-legged race at a company picnic, is not entitled to workman's compensation.

This was a rejection of an appeal by the agent, who previously had been turned down by a compensation court. He asserted that he was permanently injured, and that his employer—the insurance company—is responsible. Judge McGrath, on the other hand, held that the agent had joined the employees' association of his own free will, and that he had a choice of staying at the office on the day of the picnic if he so wished.

Pollution Fight

A nation-wide campaign to rid America's streams of pollution is in the offing now, as the result of agreement of a Senate-House conference committee which has voted $112,500,000 for this cause. This sum will be divided into equal amounts, over a period of five years, for loans to municipalities and states to conduct research in stream pollution. The measure now must go to the House and Senate. Original House and Senate versions differ widely. Individual loans may total $250,000 for anti-pollution projects under the present plan. Originally this would have been limited to $200,000.

State-Wide Training

A fine example of state-wide summer playground institute-training work was carried out this year in Westchester County, New York. The County Recreation Commission, in cooperation with the County Recreation Executive Association, put on some seventeen summer playground institutes. This was the introduction of a coordinated training plan which will "permit students (in four years) to receive training in eight major activities, as well as general organization and program planning." A record of each student's work will be kept and appropriate recognition given. It is estimated that about 1,000 persons were reached with the initial courses.

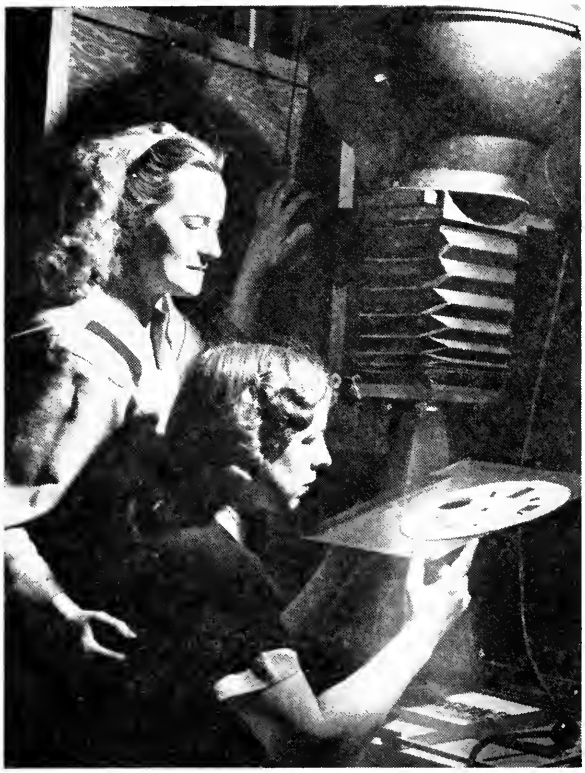
HIGH SCHOOL STUDENTS developing negatives. Some 150 teen-agers are among amateur photographers who use the Center's excellent facilities. This opportunity is available free of charge to any of city's interested residents.

CITY'S PHOTO CENTER

ONLY AMATEUR photographers are allowed to work on their hobby at the San Francisco Recreation Department Photography Center—and, as it turns out, most of the people who apply are beginners. They don't, however, stay beginners for long. They can get help from the five instructors on the Center's staff. They can often find the answers to their questions in the photography pamphlets and magazines in the Center's library. As camera fans are wont to do, they can discuss their photography problems with each other. And, from time to time, the Center sponsors lectures on the various phases of photography.

One of the inducements to better photography offered by the Center is the running of periodic competitions, and occasional exhibitions of amateur photographs. The Center offers a photography Problem Club, and also, from time to time, serves as a meeting place for independent photography clubs.

The original Photography Center started in a few small rooms in the early part of 1940. Now, in new quarters—a sprawling frame building—it claims to be one of the largest municipal photography centers in the nation. More than 500 young people and adults have signed up to use its facil-



TWENTY ENLARGERS, like this, are provided in "enlarging room" accommodating thirty-five people at a time.

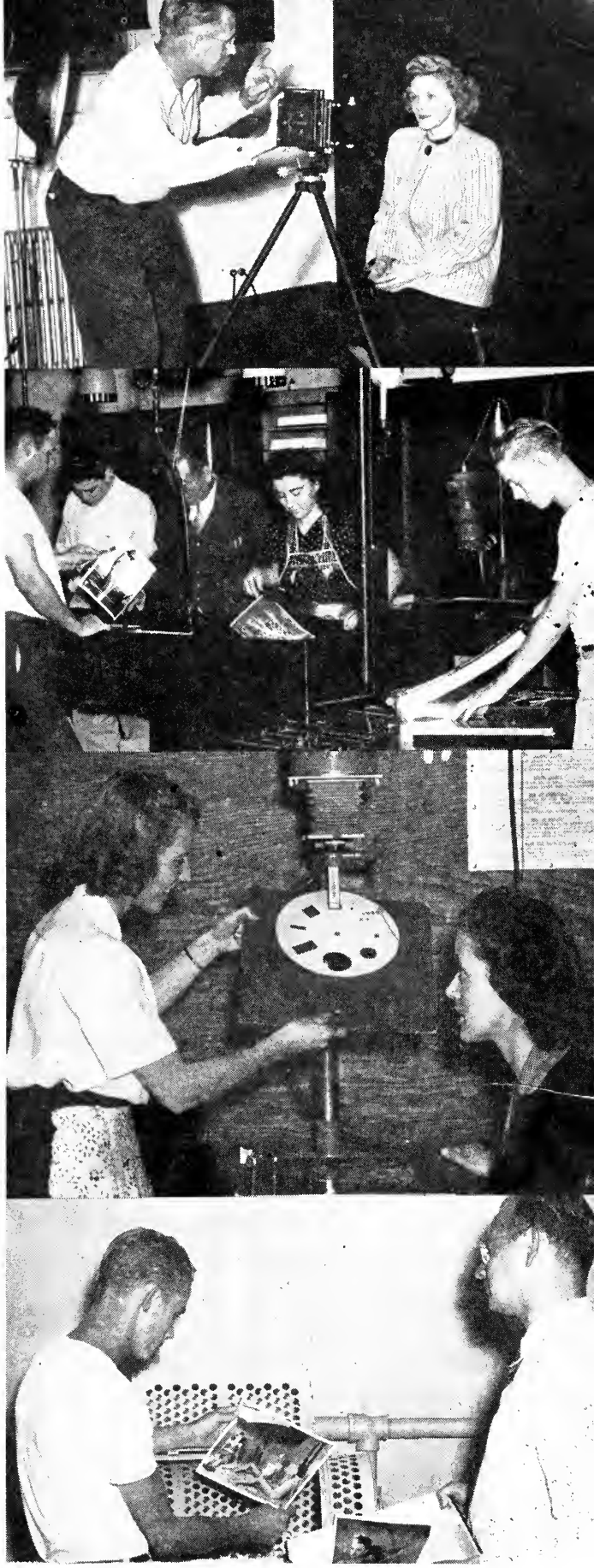
ities; and membership, which is free, is growing at the rate of some fifty new members a month. Attendance runs around fifty persons per night, but there is room for twice that many.

Equipment, provided by the San Francisco Recreation Department, includes twenty enlargers, six contact printing boxes, two automatic rotary washers, two Paco driers, six flood-lights, and chemicals for printing and enlarging. Photography fans must supply their own printing paper and, if they want to develop negatives, must bring their own developer.

Frederick Levy, genial director of the Center, is known to his friends as Foto Fred because of his painstaking efforts on behalf of the art. Fred knows the fine points of photography down to the nth degree and will go to any amount of trouble to get a good shot. When the camera doesn't click just right, it goes back to the repairman, making slow repair work the bane of Fred's life. He strives continually for better reproductions, and Center members find his enthusiasm for high standards of work most contagious.

He says: "Although individual instruction is available here, our purpose is not to run a school but to encourage photography as a hobby."

Some of the photographs on these pages were taken by members of the Center.



ONLY AMATEURS are allowed to work at the Center. They sign an agreement for proper care of equipment.

Hobbies

RECREATION AND ATHLETIC ACTIVITIES STAMPS

Harold Hainfeld

GLANCING ABOUT THE offices of any recreation or athletic director or leader, one can notice many trophies, pictures of teams and activities sponsored by his department. Have you, who proudly show these things, ever thought of the possibilities of promoting and displaying a collection of postage stamps issued by various countries, based on outstanding recreation and athletic events? There have been many issued which cover various phases of the sports program.

The United States commemorated the 1932 Olympics with three stamps, a two-cent issue for the winter games at Lake Placid, and a three and five-cent stamp for the activities at Los Angeles later that summer. The picture of a sandlot baseball game is depicted on the 1939 U.S. issue to commemorate one hundred years of the development of the sport since its start in the 19th century.

About the first sports stamps were those issued by Greece in 1896 when the Olympic Games were revived for modern enjoyment. Through the years since that time the games have been noted on stamp issues of many countries including Belgium, France, Germany and the United States. Switzerland issued four stamps to commemorate the 1948 winter games at St. Moritz. Austria and Monaco also have issued stamps to commemorate the summer games; while Great Britain has been planning an issue for the Olympics held there this summer.

In addition to our Baseball Centennial issue, stamps with a baseball theme have been printed as part of the Philippine sports issue of 1934 for the Tenth Far Eastern Championship Games. Our national pastime has also been shown on stamps of Columbia, Nicaragua, Panama and Venezuela.

Soccer, more popular in Europe than in this country, has been shown on stamp issues of Italy, Romania, Finland and Germany. Winter sports, in addition to the 1932 United States issue, are shown on stamps of Germany, Switzerland, Romania and Finland. Other sporting activities shown on stamps include hunting and fishing, track events, wrestling, gym events, basketball, swimming and diving.

The collection of athletic and recreation activities stamps can be stimulated by recreation leaders, and should start many youngsters and old-timers on a hobby that will form an interesting, informative, and exciting leisure-time activity—an activity with excellent carry-over value.

1944 Czechoslovakia—Sports Issue—4 values.

Issues of Recreation and Athletic Activities Stamps

	UNITED STATES	
1932	10th Olympic Games	3 values
1939	Baseball Centennial	1 value
	AUSTRIA	
1933	Ski Concourse Issue	4 values
1936	Ski Concourse Issue	4 values
1948	Postwar Olympics	1 value
	BELGIUM	
1920	Olympic Games	3 values
1921	Olympic Games	3 values
	BULGARIA	
1947	Sports Conference Issue	5 values
	CZECHOSLOVAKIA	
1925	Olympic Congress Issue	3 values
1926	Sokol Games	4 values
1944	Sports Issue	4 values
	FINLAND	
1945	Sports Figures	5 values
	FRANCE	
1937	Recreation Fund Issue	3 values
1938	Soccer Commemorative	1 value
	GERMANY	
1935	Winter Olympic Issue	3 values
	ITALY	
1934	World Soccer Championships	9 values
	PHILIPPINES	
1934	Far East Games	3 values

1947 Yugoslavia—Calisthenics Issue—3 values.

	ROMANIA	
1945	Sports Figures	10 values
1946	Sports Figures	8 values
	RUSSIA	
1935	International Spartacist Games	10 values
1940	Physical Culture Day	5 values
	SWITZERLAND	
1944	Olympic Jubilee	3 values
1948	Winter Olympics	4 values
	VENEZUELA	
1944	Amateur Baseball Issue	9 values
	YUGOSLAVIA	
1947	Calisthenics Issue	3 values

What I Like Best

ALL WHO KNOW Liberty Hyde Bailey have thought of him as a man who has lived fully and richly all the years of his life. While he was in his teens he made a plan. He would spend twenty-five years learning, twenty-five years teaching and twenty-five years doing "what I like best."

Accordingly one day he started out to do what he liked best. He has traveled all over the world by plane, train, boat, canoe and on foot. He has gathered a tremendous collection of specimens of palms. (According to *Time* magazine, he has "the best collection in the world.") At the age of eighty-nine he took a three months' plane trip over the Caribbean and up the Amazon.

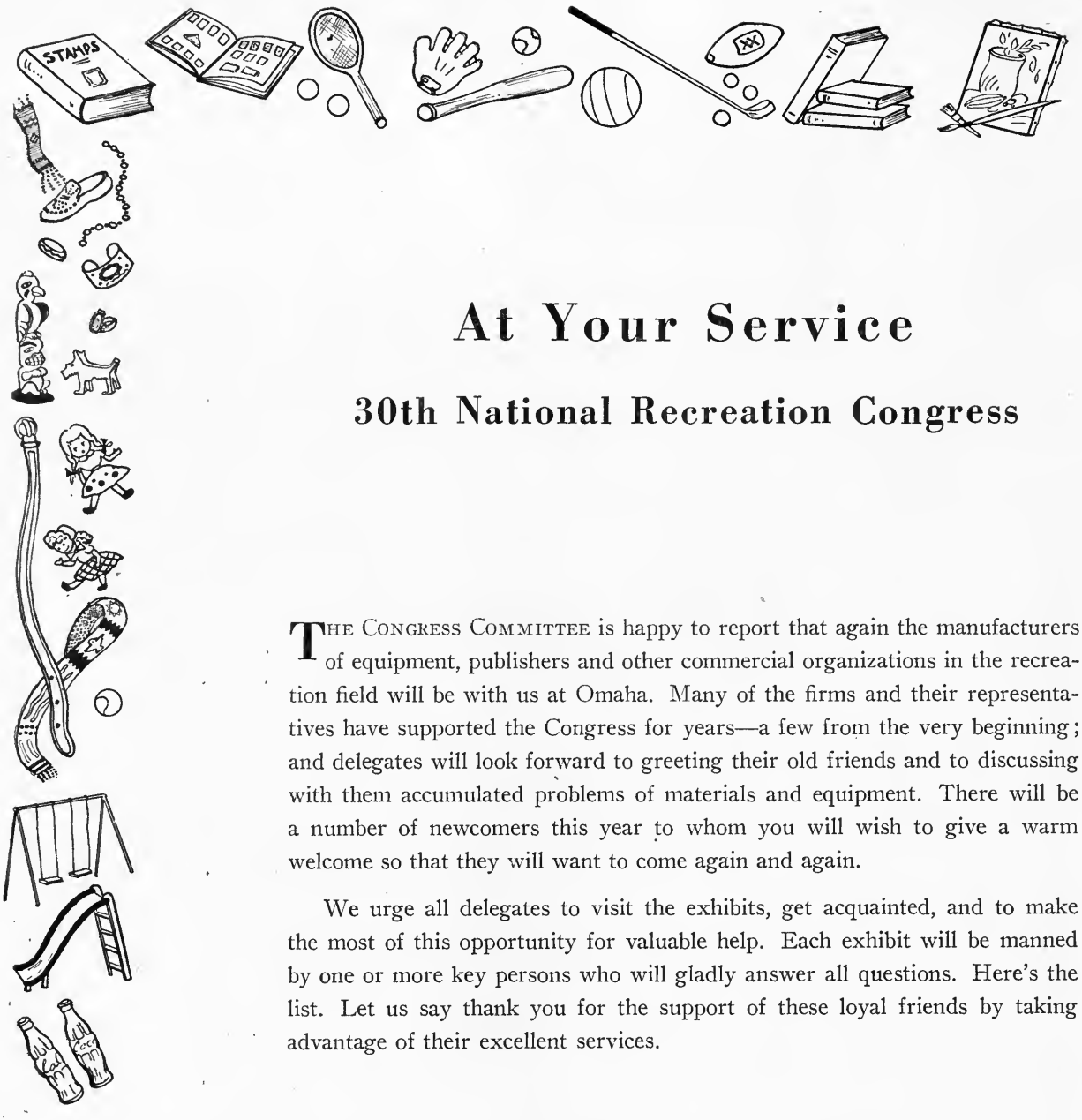
To many, Liberty Hyde Bailey is best known as former Dean of the New York State College of Agriculture at Cornell University. During the years he wrote, or edited, numerous books on plants; and many are familiar with these.

To all who know him well he has been a great inspiration for more abundant living.

Are Americans Lonely?

GEOFFREY GORER, a British anthropologist, writing in his book *The American People,* takes as his central theme the thesis that Americans are hounded by a dread of loneliness and isolation. "The absence of doors in all but the most private parts of most houses, the wedged-open doors of offices and studies, the shared bedrooms in colleges and boarding houses, the innumerable clubs and fraternal associations, professional organizations and conventions, the club cars on trains, the numberless opportunities and facilities given for casual conversation, the radio piped into every hotel bedroom, into many railway cars and automobiles —Americans consider there is something odd, something suspect when a young person deliberately eschews company and chooses privacy."

Perhaps one reason American cities have been so active in developing neighborhood recreation centers is that American people find such great satisfaction in being together, in comradeship, in neighborliness. It may be that the frontier, and the desire of frontier people to get together, has left an enduring influence upon our American life.



At Your Service

30th National Recreation Congress

THE CONGRESS COMMITTEE is happy to report that again the manufacturers of equipment, publishers and other commercial organizations in the recreation field will be with us at Omaha. Many of the firms and their representatives have supported the Congress for years—a few from the very beginning; and delegates will look forward to greeting their old friends and to discussing with them accumulated problems of materials and equipment. There will be a number of newcomers this year to whom you will wish to give a warm welcome so that they will want to come again and again.

We urge all delegates to visit the exhibits, get acquainted, and to make the most of this opportunity for valuable help. Each exhibit will be manned by one or more key persons who will gladly answer all questions. Here's the list. Let us say thank you for the support of these loyal friends by taking advantage of their excellent services.

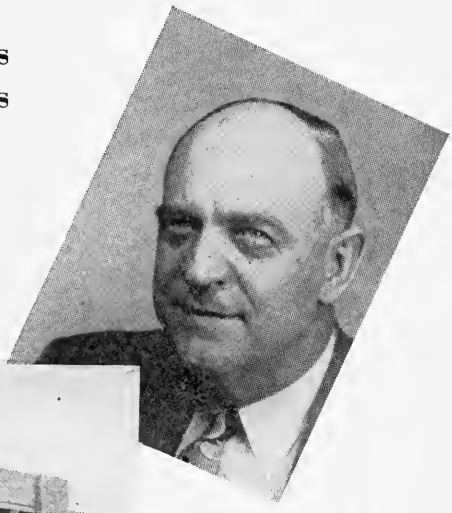
Ackley, Bradley & Day, Sewickley, Pa.
F. Ellwood Allen Organization, New York, N. Y.
American Recreation Society, Inc., Washington, D. C.
Athletic Institute, Chicago, Ill.
Aviation Products Co., New York, N. Y.
A. S. Barnes & Co., New York, N. Y.
Billiard Congress of America, Chicago, Ill.
J. E. Burke Co., Fond du Lac, Wis.
The Coca-Cola Co., New York, N. Y.
Game-time, Inc., Litchfield, Mich.
Giant Manufacturing Co., Council Bluffs, Iowa
The Handcrafters, Waupun, Wis.
Hillerich & Bradsby Co., Inc., Louisville, Ky.
Logan Manufacturing Co., Glendale, Cal.
MacGregor Goldsmith, Inc., Cincinnati, Ohio
Magnus Brush & Craft Materials, New York, N. Y.
National Bowling Council, Dayton, Ohio
National Golf Foundation, Chicago, Ill.
Ohio Kentucky Manufacturing Co., Ada, Ohio
Paddle Tennis Co., Inc., New York, N. Y.
Pennsylvania Rubber Co., Jeanette, Pa.
Rawlings Manufacturing Co., St. Louis, Mo.
Refinite Corp., Omaha, Neb.
W. B. Saunders Co., Philadelphia, Pa.
Seamless Rubber Co., New Haven, Conn.
Square Dance Associates, Freeport, N. Y.
W. J. Voit Rubber Corp., Los Angeles, Cal.
Wilson Sporting Goods Co., Chicago, Ill.

Evening Speakers

At General Sessions
Recreation Congress
Omaha

September 26-30

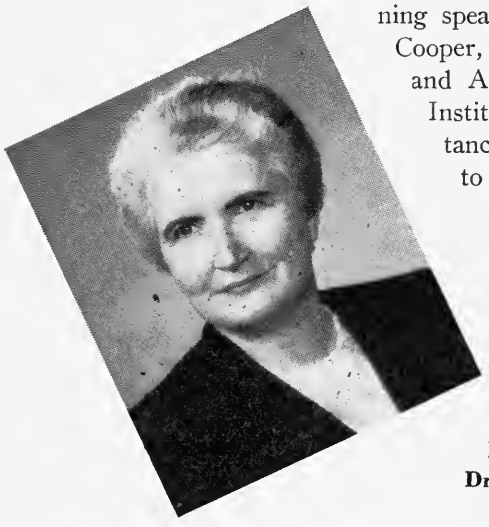
Governor Val Peterson

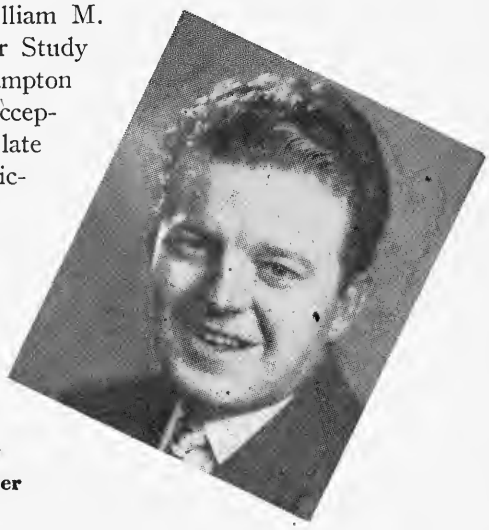


Dr. William C. Menninger

Joslyn Memorial, Omaha's beautiful art center, the scene of the opening session and the daily center for arts and crafts enthusiasts at the Congress.

GOVERNOR PETERSON, a veteran of Army service in the China-Burma-India Theatre, is the chief executive of Nebraska. Dr. Menninger, the "Dr. Will" half of the famous Menninger brothers, heads the Menninger Foundation for psychiatric treatment, education and research at Topeka, Kansas, and the American Psychiatric Association. Miss Hickey, editor of the Public Affairs Department, *Ladies' Home Journal,* is known for her active leadership in women's organizations and in public affairs. Dr. Alexander is the outstanding young pastor of the First Christian Church of Oklahoma City. Still another general evening speaker will be Dr. William M. Cooper, Director of Summer Study and Adult Education, Hampton Institute. Dr. Cooper's acceptance was received too late to permit use of his picture here.





Miss Margaret Hickey
Dr. William H. Alexander

Recreation knows no national boundaries . . .

INTERNATIONA

"EVERY NATION HAS its song, its games, its art, its drama and its literature," said Joseph Lee, "but the Muses that have whispered to us are the same." The sources of life and happiness are international and recreation knows no national boundaries. It is therefore not surprising that the National Recreation Association, since its early days, has helped plant the seeds of the recreation movement in all lands, and that its influence and services have been extended to foreign neighbors in far corners of the earth. Before World War I, Mr. C. M. Goethe, then a member of the Board of Directors, on a trip around the world sought to spread interest in recreation, and helped to establish and finance playgrounds in several countries in Asia. Prior to 1916, the Association had assisted in establishing playgrounds in Japan and the Philippines. Since that time, through its publications, correspondence bureau, Congresses and consultations with visitors, the Association has carried on in the tradition of friendly cooperation.

A steady flood of inquiries from other countries constantly opens new channels for service; and each monthly report of the Correspondence and Consultation Bureau records several such. These are from individuals and organizations seeking information, literature and advice on a great variety of recreation subjects. The following requests are typical of those received and answered since World War II.

A German community wanted information on playground apparatus; a missionary in China requested literature that would be helpful in establishing parks and playgrounds in several North China cities. A person who had taught in the Government training school for teachers in Java, before being taken prisoner by the Japanese, wanted literature he could use as he resumed his work at the school. The Recreation and Leadership Movement in New South Wales asked for literature and suggestions for establishing the organization as a Commonwealth Movement. From the Netherlands, the secretary of a committee to provide recreation areas and facilities in towns and neighborhoods, sought information on the standards used in this country. The director of playgrounds and centers in a large South African city requested literature on recreation programs, and advice in setting up a training course for recreation leaders in the local university. The American Embassy at Lima, Peru, asked for help in planning and equipping a playground for children in the American colony, in the crowded port of Callao. Across the world the Ministry of Education in Bankok, Siam, called upon the Association to furnish information on all types of play equipment and materials that might be used in schools. Many workers with U.N.R.R.A., and other organizations servicing refugee camps and centers for displaced persons in European countries, have asked for literature and information to help them in organizing activities that could bring joy, and relief from tragedy, to these centers.

Visitors from abroad seeking information on recreation methods, programs and developments in the United States, invariably turn to the National Recreation Association for guidance in making their stay productive of greatest value. Here they receive a cordial welcome and assistance with their itinerary, if they are planning to visit several cities. Letters of introduction to recreation authorities are given them, and suggestions made as to places which might be of special interest, communities where they can observe facilities and programs. Other visitors come to the Association to meet staff members in the organization, from

EAKING

whom they have received letters, information and literature. A Y.W.C.A. worker from Australia said recently, "The first place I want to visit is the office of the National Recreation Association, which has been of such great help to me."

Among the many distinguished and interesting visitors there was, for example, Mr. Baruch Ben Yishai, then in charge of youth activities for the Hadassah organization in Palestine. Mr. Yishai spent several months observing recreation in cities throughout the United States, under the guidance of the Association. Conferences were also held with several N.R.A. workers, with reference to his plans for establishing a leadership training course at the University of Jerusalem, and for developing community recreation programs in the Holy Land. Unfortunately, Mr. Yishai was killed early in 1948 while on patrol duty near Jerusalem.

Mrs. Wretland-Larsson, Superintendent of Playgrounds in Stockholm, Sweden—whose four-month itinerary took her to the Pacific Coast and back—planned her trip with the help of the Association. Because of her special interest in the training of playground workers, arrangements were made for her to attend two institutes conducted by members of the N.R.A. staff. Slides of Stockholm's playgrounds were shown to the staff by Mrs. Larsson, and she generously attributed several ideas, adopted on her playgrounds, to suggestions which had appeared in publications of the Association.

A growing interest in recreation, and a desire to profit by the experience of the United States in developing a community recreation movement, are apparent from the comments of these visitors. The Director of Sports and Physical Education, in the Ministry of Education in France, asked about the history and work of the Association, and about local recreation developments. Representatives of a group, seeking to establish a recreation organization similar to the N.R.A., in Palestine, were given full information about the Association's work, and helped to observe recreation developments in several cities. A Belgian priest, here with the Belgian Economic Mission, had spent months in a concentration camp for assisting Allied airmen. He called to secure information that he could use with the International Fresh Air Organization, the Higher Institute for Physical Education at Louvain, and the High School for Teachers at Brussels. A Polish scientist, conducting research under a foundation grant, desired to learn what provision is made here for the recreation of workers in industry. A Syrian graduate student in agriculture came seeking information, and literature, for use in developing recreation opportunities for the people of small communities in Syria. The chairman of the Playground Association of Queensland, Australia, in this country to attend the International Rotary Convention, called to obtain a complete set of publications, and to secure answers to a multitude of questions with reference to the organization, and to the operation of community recreation programs in the United States.

The influence of recreation progress in this country, upon developments in other lands, is further strikingly illustrated by examples of N.R.A. service to the Near East in the years following World War I. Through correspondence and conferences with officials of the Near East Foundation, a suggested plan was prepared for a play-

Mrs. Wretland-Larsson, of Sweden, welcomed by Minneapolis, Minnesota, mayor at Norway Day celebration.

The National Recreation Asso

Cities Using NRA Correspondence and Consultation Bureau Se

Alaska
Anchorage
Ketchikan
Nome

Argentina
Santa Fe

Australia
Brisbane
Castlemaine
Melbourne
Nuriootpa
Sydney

Belgium
Antwerp
Brussels
Louvain

Brazil
Belem
Rio de Janeiro

Bulgaria
Sofia

Canada
Arvida
Bowmanville
Brantford
Clinton
Coleman
Didsbury
Dunnville
Edmonton
Edson
Esquimalt
Fort Frances
Fredricton
Hospeler
Kemptville
Kenogami
Kingston
Leaside
Lethbridge
London
Melville
Montreal
New Toronto
North Sydney
Ormstown
Oshawa
Ottawa
Prince Albert
Regina
Richmond
St. Catherine
St. Thomas
Saskatoon
Selkirk
Shawinigan Falls
Shelburne
Sudbury
Summerside
Toronto
Unionville
Vancouver
Victoria
Wainwright
Wells
Westview
Winnipeg
Woodstock
Yorkton

Canal Zone
Curundu

China
Chungking
Hofei
Shanghai

Cuba
Havana

Czechoslavakia
Prague

Dutch West In
Aruba - Islat

Ecuador
Loja
Quito

England
Bramboroug
Bury
London
Northamptc
N. Amershai

on Serves Around the World

January 1944 to June 1948, as Indicated in Monthly Reports:

- Thesaloniki (Salonika)
- Volos

Guatemala
- Guatemala City

Hawaii
- Honolulu
- Kalaupapa
- Pearl City

Honduras
- Teguoigalpa

India
- Almadabad
- Bombay
- Delhi
- Jammu
- Lucknow
- Madras
- New Delhi

Indo-China
- Saigon

Ireland
- Dublin

Italy
- Turin

Japan
- Osaka
- Tokyo

Liberia
- Monrovia

Libya
- Tripoli

Mexico
- Chihuahua
- Mexico City

Netherlands
- The Hague
- Vught

Newfoundland
- St. John's East

New Zealand
- Auckland
- Blenheim
- Christchurch
- Dargaville
- Napier
- Palmerston North
- Waipawa
- Wangunui
- Wellington

Palestine
- Jerusalem
- Tel Aviv

Peru
- Callao

Philippine Islands
- Manila

Puerto Rico
- Adjuntas
- San Juan

Siam
- Bangkok

Soviet Union
- Moscow

Sweden
- Stockholm

Turkey
- Ankara

Union of South Africa
- Grahamstown
- Johannesburg
- Natal - Province
- Pretoria

Venezuela
- Barcelona

ground that had been presented to the City of Athens; one that was designed to serve as a model for that country. Detailed suggestions as to apparatus and equipment for the area were included. Later Mr. Demetrios Lezos, who was appointed Director of Playgrounds in Athens, was sent to this country where the Association assisted him in arranging a program of visitation, consultation and training. Except for the war years the Association has continued to keep in touch with Mr. Lezos, and to furnish him with information and literature. Another worker employed to organize recreation and other services in the Balkan countries, under the Near East Foundation, was also assisted in arranging a visit to several centers in the United States.

Sessions of the National Recreation Congress have attracted many visitors from abroad; and for many years the Congress Proceedings were the outstanding source of help for recreation in other lands. A first International Recreation Congress, held in Los Angeles in 1932, was organized by the Association with the cooperation of an International Advisory Committee representing thirty-three countries. Attended by delegates from forty countries, the Congress was an "occasion on which the nations of the earth met together to plan for the attainment of life and happiness by all the people." It afforded an international exchange of information and recreation experience, and a means of developing international goodwill—even though subsequent world events have tended to overshadow its results. Following the Congress that year, the Association, at the request of the International Advisory Committee, sent a questionnaire to the recreation authorities around the world, and widely distributed the results.

It is significant that several delegates to that Congress have visited the office of the Association in recent months, among them Sir Noel Curtis-Bennett of England, founder of the National Playing Fields Association in that country; Julie Rodriguez, director of the National Commission of Physical Education in Uruguay; Sochii Saito, chairman of the reorganized Recreation Association of Japan, and Oscar F. Castillon, athletic director of the Steel Corporation of Monterey, Mexico. Mr. Lauri Pihkala, Finnish journalist and sportsman, who represented Finland on the Advisory Committee in 1932, is making plans to attend the Congress in Omaha this month.

National Recreation Association publications, too, have played their part in furthering recreation activity internationally. After World War I, they were introduced to European countries by workers with the Red Cross and other wartime agencies. N.R.A. standards for recreation space, available through the printed word, have been quoted by planning authorities from England to New Zealand; sections of the playground notebooks have been reproduced in South America and in Central Europe; some N.R.A. materials have been reprinted in the Soviet Union and in Belgium. Requests for permission to translate a number of the publications have recently been granted to the Office of Religious Affairs, of the Military Government in Germany, and to the Japanese government as a part of their program for the re-education of youth.

For many years RECREATION magazine has carried monthly stories of recreation developments in this country, to leaders everywhere. Frequently it has contained stories of recreation in foreign countries, and one entire issue was devoted to reports of such developments. The Athletic Badge Tests for Boys and Girls have been used far and wide. Photographs of recreation facilities and activities, in the United States, have been furnished for use in publications in several countries.

During the recent war, when it was practically impossible to send printed material to China, the University of Social Research in China requested the Association to select approximately 2,000 pages of its material, these to be photographed on 35 mm. film and sent in diplomatic pouches for wartime use in that country. Recent requests for literature to replace material destroyed during the war have come from agencies in Manila, and from several European countries.

Visitors from other lands attend N.R.A. Congresses. Ethel T. Mori, of Honolulu, at '47 New York meeting.

Also during the recent war, the N.R.A. was called upon frequently, by the Office of War Information, to assist in preparing articles on recreation subjects for publication in various countries, or to review such articles before they were used. Through the armed services, copies of booklets on games and music were distributed in huge quantities for use by the army and navy at home and overseas. Quantities of literature were sent to Red Cross workers, to recreation personnel with the service forces in many countries, and requests for information from these workers were promptly filled. In some cases such materials were for use with civilians; for example a Red Cross worker in India wrote for games to be used in teaching village children how to play; and an enlisted man in North Africa asked for suggestions for the boys' club he had organized in the city where he was stationed. Much of this material doubtless has found its way into the hands of citizens of these countries.

A complete listing of the organizations in foreign lands, who have asked for assistance in recent years, would fill several pages. The following list of a few sources of inquiry, during a brief postwar period, illustrates the variety of agencies and the wide geographical area from which they came:

Inter-American Educational Foundation of Honduras
Greek-American-Canadian League of Thessaly
Australian Department of Post-War Reconstruction
Puerto Rico Police Athletic League
Antwerp Bell Telephone Company
Polish Institute of Social Service
National Training Committee, Y.W.C.A. of Australia
International Labor Office
Workers Recreation Service, Brazilian Ministry of Labor
Italian Association of Friends of America, Turin
Liberia Education Department
Boy Scouts of Jammu, India
National Playing Fields Association of Great Britain
Amateur Athletic Federation, Philippine Republic
National Department of Child Welfare, Brazil

Service to other countries, however, is not limited to lands across the sea, for the Association has ever cooperated closely with recreation agencies in Canada. Communities in that country have been encouraged to contribute reports of their work to the Recreation Year Book. Upon request, field service has been extended to several Canadian cities. Canadian leaders in recreation have participated in Recreation Congress meetings; and one of the Congresses was held in Toronto. An Association representative has attended the annual meetings of the Parks and Recreation Association of Canada, and leaders of the two organizations have met and discussed methods of cooperation and service. Help in meeting recreation problems has been given to Canadian housing, youth, recreation and welfare agencies.

The personnel department of the N.R.A. also has cooperated in this overall international picture, and has been called upon many times to find employment opportunities for people from other lands. A girl from Japan and one from France have attended the N.R.A. School. In addition, the department has placed recreation workers with the Standard Oil Company in Aruba, West Indies, the Overseas Service of Pan-American Airlines in Iceland; it has filled positions in the Hawaiian Islands, and has assisted the foreign service branch of the Y.M.C.A., in finding people with recreation experience for duties in Puerto Rico and Turkey. During World War II, it assisted in the placement of recreation workers with the American Red Cross, the Recreation Welfare Service of the United States Navy, the Special Services Division of the United States Army, and other war agencies offering services abroad. Within the past few months, help has been given to the Civil Affairs Branch of the Military Government in Germany, and the United States Army, in selecting directors for youth services in the American occupied zone.

There are other phases to the National Recreation Association's round-the-world contributions to the recreation movement. No request for assistance remains unanswered. All of the various departments which comprise the Association, functioning at headquarters and in the field, share the challenge of helping those—at home and abroad—who are interested in, and determined to advance, the progress of recreation so that it may spread to include all people of all ages, everywhere.

German Youth Groups

A recent release from the Office of Military Government for Germany (U.S.) states:

Although figures are no indication of the amount of inner reorientation which has taken place, it is interesting to note that at the end of March 1948 there were over 1,200,000 members of organized youth groups, in contrast to 890,000 a year ago, and less than 200,000 in April 1946. Youth groups have also increased from approximately 2,000 in April 1946 to 10,000 in April 1948. Ninety-three youth hostels are being used by young hikers in all parts of the U. S. Zone.

Ancient musical instruments collected as hobby by violinist D' Zama Murielle; presented to Portland's Junior Museum.

World at Play

Choose Your Instrument—Recent addition to the exhibits of antiques, art, craft work, natural history and other important displays that make the park bureau-directed Junior Museum in Portland, Oregon, a distinctive center of special interests for girls and boys of the city, is a collection of over 500 musical instruments, ancient and modern. Among these are the dulcimer and flutes from China and Japan; an ancient Chinese violin; clarinets from France and Spain; an old Alpine horn; an even more venerable Austrian horn; African and American Indian drums and tom-toms; a large collection of bells, including an Egyptian toe bell and a wooden bell from Bali. In fact, almost every country in the world is represented in this unique collection of instruments.

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Saluting Young America—Youth Month will be observed during September at the suggestion of President Truman. Its purpose is to arouse public interest in youth and family problems, so that the agencies in the youth and family field will find a more responsive reaction in dealing with juvenile problems and needs. At the recommendation of the National Conference on the Prevention and Control of Juvenile Delinquency, Theatre Owners of America has set up a national Youth Month committee to organize the principal media of information—newspapers, magazines, radio and motion pictures—in publicizing the September program. More than 10,000 theatres are expected to cooperate actively, to create interest in youth activities. Among the contemplated theatre projects are special Youth Month trailers, lobby decorations, youth short subjects, presentation of youth activities in major newsreels, and cooperation with civic groups. Other special activities, such as the issuance of the Youth Month stamp, will help promote national interest.

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Sports and Finances—Participants and spectators will probably spend more than $5,000,000,000 in sports this year. And this impressive figure does not include the large investment in the nation's football stadia, baseball parks, bowling alleys, golf courses, tennis courts and other facilities. Nor does it cover the value of equipment owned by participants in sports. The New York Trust Company reports, in its summer issue of *The Index,* that annual expenditures by hunters and fishermen appear to exceed, by a wide margin, those in any other category. Bowling is rated the leading contestant sport, basketball as the leading sport in point of paid attendance, although baseball has always been regarded as the "national pastime."

•

Derby Day—Wagon wheels, baby buggy wheels, wire wheels, wooden wheels, wheels with or without tires were the fashion on August 30, as the first annual Pushmobile Derby got underway in Chicago for boys under fourteen years of age. Playground leaders and crafts instructors helped the boys organize their teams and build suitable racers. The pushmobiles had to resemble automobiles—that is, be more than just a platform on wheels—and be constructed by a team consisting of five boys, one to be the driver and four to be pushers in the big race.

THE OLD ORDER CHANGETH

A lot of people's eyes were opened wide . . .

J. D. Robins, Jr.

THE WAR CHANGED a lot of things, didn't it? For one thing, it brought about a great movement of population. Texans learned that there were other states in the Union, and Missourians were surprised to learn that Texans didn't know it —or wouldn't admit it!

People who had never before been more than a few miles from where they were born moved far afield from their native land. A lot of these people's eyes were opened wide when they saw some of the things that other communities had—things which they had never dreamed were possible back home. Of course, sometimes it worked the other way around. Sometimes a family would move into a new community and be surprised to learn that the town did not have a park, or that there wasn't a playground within easy walking distance from their home.

The end of the war stopped a lot of the moving around, although more than usual is still going on. But it didn't stop a lot of people from thinking—thinking about what they had seen in other towns in the way of community services, and wondering why their town couldn't have some of the same. Then those people who had moved from communities where good community living, as exemplified in spacious parks, playgrounds under leadership, and other such services, had been taken as a matter of course, began to think, "Why can't we have those things here too?"

And characteristically, as Americans, they did more than just think about it; they began to plan and to act to get things accomplished.

This has been particularly true in the small communities throughout the country. For, while most of the major cities throughout the country have had some sort of a recreation program for several years, the number of smaller communities which have had programs has been rather small.

Yet there are many such communities which have demonstrated that a public recreation program is just as desirable and just as possible for a town of 10,000 as for one of 1,000,000 people.

Fired by the example of these few, more and more small communities in recent years have established programs. Their number has increased rapidly. This is probably one of the most significant developments in the recreation movement of recent years, and there is every indication that the growth of interest in recreation will continue among small communities.

The establishment of these programs has not always been an easy task. There has been nothing spontaneous about it. It did not just evolve of its own accord without guiding hands. No, many a community leader has had to devote long and heartbreaking hours in an effort to sell his townspeople on a recreation program.

It would seem well and profitable to devote a little time to a consideration of some of the steps that were taken in these communities toward the accomplishment of their goal.

A rapid scanning of the experiences of a number of them reveals a myriad of pathways that were followed. It becomes quickly apparent that there is no one magic formula or set of procedures that can be used by any given community which is seeking to set up a program of recreation.

Communities differ greatly, one from the other. And this is even more true among small communities than it is among large cities. Community life, for example, in a new oil town in Texas is about as different from life in a New England town as a green apple is from a ripe one. To sup-

pose that there is a pattern that could be given to each of these communities to follow, in setting up a recreation program, is sheer folly.

Characteristic of an American is his individualism. Try to regiment him and he revolts. Try to make a prototype of him and he slithers away in rebellion. It's the same way with communities. Try to tell a Tennessean that they do something a certain way in Oregon and he'll tell you, "It may work in Oregon, but this isn't Oregon and it won't work here."

Thus it is somewhat timorously that I venture to set down some suggestions that you might follow, if your community is on the point of setting up a program of recreation. Yet the suggestions which I will make will be broad ones, and will offer a wide latitude, so that you might use them in part rather than in toto.

First of all, there always has to be a starting point. This starting point might be with a single individual. Just you, yourself, might see a need for recreation and might desire to do something about it. Now you as a single person can't do much by yourself. But you can rally others around you. You might talk to others on an individual basis. Or you might present your idea to a local club group. The first thing you know you will find that there are others in the community who have been thinking along the same lines, but just haven't done anything about it.

The old maxim that "there is power in numbers" contains a lot of truth. The more people you can rally behind you the better. Get the support of the Kiwanis Club, the Rotary Club, church groups, and school officials—to name only a few. Then, since the subject you are interested in affects the whole community and not just a small part of it, why not have a general public meeting? To this meeting invite all interested individuals and representatives of all possible civic groups.

A meeting of this sort offers an opportunity for everyone to let down his hair. Probably dozens of different ideas will be advanced—some good, some bad. But the important thing is to see that everyone gets a chance to express himself. All differences will not be resolved in this meeting, but through a discussion a common meeting ground will be reached on many points.

A logical outgrowth of such a meeting might be the appointing of a committee to make a study of the town, its recreational needs, its resources, its interests, and finally to make recommendations on how you should proceed for the future.

A community can make this study itself if it wants to do so. Calling in an outside expert is also desirable, but frequently the community feels it can't afford this expense. If the local community decides to go ahead on its own, it will find an excellent tool in the pamphlet, "Know Your Community," put out by the National Recreation Association. This presents ways in which to proceed. It makes suggestions as to what facts are important, i.e., tax structures, delinquency trends, racial groups, present recreation facilities.

Coming out of this study will be a picture of (1) what you have, (2) what you don't have, (3) what you need.

Now right here is where a lot of communities bog down. After they have obtained the facts they are not always sure how to use them. First of all, there should be a wide dissemination of the results of the survey. If the survey has revealed a woeful lack of recreation facilities, it should be publicized. Enlist the help of the local press, the radio stations. Use the information as the basis of talks before community groups. By now you and your committee know what the problem is; but try to make everyone else in town aware of it too. Acquaint them with the needs and inadequacies uncovered. Endeavor to make them see that establishing a community recreation program should be the concern of every Jack and Jill in town.

Along about this time you are going to run up against some questions. People are going to ask, "How can we finance a recreation program? Who would run it? How can we do anything without facilities?"

These are big questions, but they aren't stumpers. All communities are faced with them. Let's consider for a moment how some of them have been answered by other communities.

The question of money is always a big one, so we will start with that one first. There have been a lot of different ways tried for the financing of a community recreation program. Among these are voluntary contributions, fees and charges, membership plans, taxation, and a host of others.

Out of the experience of these communities has come an increasing realization that the tax method offers more advantages than any other. So that

today, the tax-supported program of recreation is the most common. Its advantages include, (1) the burden falls on the whole community and not on just a part, (2) it is a relatively stable means of obtaining revenue, (3) recreation is now recognized as a proper function of a municipal government, and thus should be supported by taxes.

This last statement logically leads into the next —that the program can probably be best administered if it is considered to be a part of the municipal government. Many cities have found that in so considering it, it is desirable to set up a recreation commission whose function it is to administer a program of recreation. The recreation commission type of administration is the most common pattern to be found today in the various communities throughout the country.

Most small communities have found that trained, qualified, paid leadership is a must. Preferably some of this leadership should be year-round. This is not to minimize the part that volunteer leadership can play, but entire dependence upon volunteers has generally been found to be unwise.

Do you have to have a brand new community center to get started? Or a new playground? It would be nice if you did; but you can get started without them. In fact these things will probably come easier if you start with what you already have and demonstrate the value of a program that can be carried on with only meagre facilities.

Before long, people will start saying, "You know they are doing a wonderful job with the youngsters in that old room over Smith's Grocery. Why don't we get busy around here and build a place where they would have some decent facilities to work with?"

This whole process of community organization for recreation is somewhat like a revival meeting. When the call goes out for people to come down front, it frequently takes a little time for that first person to step out in the aisle. But once you can get one or two started, a lot of others follow. Of course, the persuading voice of the minister doesn't stop when he sees the first one step out. No, he can't depend solely on the example of one or two to influence the others.

And you, if you are interested in seeing a program of recreation established in your community, can't afford to stop your efforts once you have interested a few others. Your votes, your efforts, your time and your energies will be needed to help swell the clamoring of those who see that recreation is desirable and important, and who will not rest until it has become a part of their own community life.

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Financing the Small

IN CHARLOTTESVILLE, VIRGINIA

Coolie Verner

MANY SMALL COMMUNITIES are finding it very difficult to finance their total recreation programs through municipal appropriations alone. Municipal governing bodies often fail to see clearly the values received for tax monies expended on recreation. Some recreation departments like that in Charlottesville, Virginia, supplement their tax revenue through their own earnings. *This supplemental income serves to enlarge program possibilities.*

In 1933, Charlottesville started its recreation program with a Citizens' Recreation Advisory Board, organized to promote municipal recreation and to finance program until such time as the city could be persuaded to take over. The board decided to try combining a recreation activity with a money-making enterprise, and square dancing was found to be the most desirable. There, in the foothills of the Blue Ridge Mountains, square dancing was by far the most popular social recreation. In February, 1934, dances were started, and about fifty-six dollars were taken in that month. These first dances were club affairs, with cards issued for members. The fee charged was twenty-five cents for men—women free. A note in the early records reads: "All unemployed persons apply to Mr. —— for admission." By April, the dances were netting twenty-one dollars per evening. There are no accurate records as to attendance or proceeds, but mention is made of "about 200" at each dance. During October, 1937, when an accurate record was started, 954 people attended.

The first dances were operated entirely by volunteers from the Recreation Advisory Board, who hired the orchestra and managed details. In October, 1938, a quarrel among members of the string band occurred. Dissenting members withdrew and started free square dancing in another building; and until January, 1940, the recreation department dances were practically stopped. Profits during this period dropped as low as three and a half dollars per night, but the board persisted.

The orchestra is the heart of a square dance; and after the squabble, the full-time director of the department tried one after another, with none of them proving satisfactory. The dances became more and more of a problem, with mountain corn frequently making its presence felt.

In January, a local musician offered to take over the music problem on a percentage basis, and the program began to pick up slowly, showing a profit of about thirty-two dollars per dance, by April. The advent of this orchestra marked a turning point toward success. In November, 1941, a contract was made with the orchestra leader for twenty-five dollars a dance, if a gross of fifty dollars or more was realized. This contract now pays forty dollars per night and ten percent of the profit in excess of fifty dollars, thus encouraging greater effort to attract larger crowds.

However, rapidly expanding attendance brought more problems of rowdiness. Miss Nan Crow, present city Director of Recreation, therefore hit upon the idea of hiring policemen who were off duty on dance night. The desk sergeant cooperated wholeheartedly with the plan, and took over the job of ticket-seller and general dance manager, at five dollars per night. He collects all the money, and pays the orchestra and help at the end of the evening. For convenience and record, tickets are sold to check attendance; and a form is maintained listing income and expenses, with the signatures of employees acknowledging their receipt of pay at the close of the dance. A ticket-taker—also an off-duty policeman—is paid four and a half dollars per night, while two more officers maintain order in and outside the hall for four dollars each.

Admission charges are reasonable. Men now pay forty-five cents, and women thirty cents, tax included. The presence of policemen in no way hinders enjoyment of the affair. They merely serve to assure all of a wholesome, orderly evening of recreation.

The recreation department pays no overhead for use of the city-owned armory. Last year the total net profit from the dances was $3,545; operating costs amounted to $3,686, with federal tax at $1,512. This is a big change from earlier days.

The program of earning revenue has enabled Charlottesville Recreation Board to expand services, providing funds that can be spent without limitations often imposed through municipal systems, and serving to keep before the public the needs and services of the recreation department.

Recreation Program

IN DICKINSON, NORTH DAKOTA

Art Bell

DICKINSON IS JUST a small town of 7,000 in the western part of North Dakota. As a community, it is the vital hub of an area with a radius of almost 100 miles; and for a small town, it has many of the large town opportunities, alertness, and general tone of living.

Yes, and there is a full-time recreation program there, now going into its third year of operation. Its start was humble . . . a start which dates back to wartime.

During the war, a Navy V-12 unit was stationed in the Dickinson State Teacher's college. In order to offer the sailors some recreational opportunities, the community building of the town was utilized. Local organizations financed the operation through a central service organization.

Through this experience, the community began to realize a responsibility to the youth of the town. Thirty-six hundred dollars were raised for the operation of a recreation program for 1946. Through the Local Employment Service of the National Recreation Association, a full-time Supervisor was obtained; and the year-round recreation program came into being on January 1st, 1946.

As with many initial starts, it was modest. Local residents didn't know what kind of a program they wanted or needed . . . they did know that *something* was needed and wanted; and the community was behind a recreation program all the way. It was incorporated into a nonprofit association. Memberships were sold to citizens in the community at one dollar apiece, and funds were solicited from businesses, organizations, and individuals. Almost $5,000 was raised through this drive, for the operation of the 1947 program.

Then one day in May, 1947, a now historic event took place. The Recreation Association produced a Barn Dance. It included an hour show, using local talent, followed by three hours of old-time dancing. Complete cooperation was received from the local radio station which broadcasted the show and assisted in the publicity. The results far exceeded the wildest dreams of the Recreation Board. The talented all donated their time; the radio station donated spot announcements; the ticket takers offered their services; all this cut down the expense. Over 900 people witnessed the first barn dance, and now it has become a monthly institution in the southwestern section of North Dakota. People come from miles to see it, and to take part in it.

Yes, every month since then, with the exception of Christmas-time and Lent, there has been a Recreation Association-sponsored Barn Dance. The capacity of the community building auditorium in Dickinson is rated at 900 people sitting, and 200 standees. After the first barn dance, however, the capacity estimate was forced upward. As many as 1,650 people have jammed every square inch of the auditorium floor space, to see the barn dance show, with most of them staying for the dance afterward.

What about profits? The profits from the Barn Dance finance the Dickinson Recreation Association's year-round recreation program. In 1947, seven barn dances were produced grossing $4,089.12, with a net of $2,470.19. So far this year, the net on two barn dances has been $1,009.86. The admission prices are low—sixty-five cents for adults and forty cents for students including the federal admission tax of twenty per cent. This admission charge means a one hour show, and three hours of dancing.

This is how one community has solved the financial problem which usually arises with a promotion of a recreation program in the smaller towns. The Barn Dance serves a dual purpose, that of financing the recreation program and, in addition, providing worthwhile entertainment for a large rural area. It is estimated that about ninety per cent of the spectators at an average barn dance in Dickinson come from the surrounding rural areas.

Maybe such a project will work for you.

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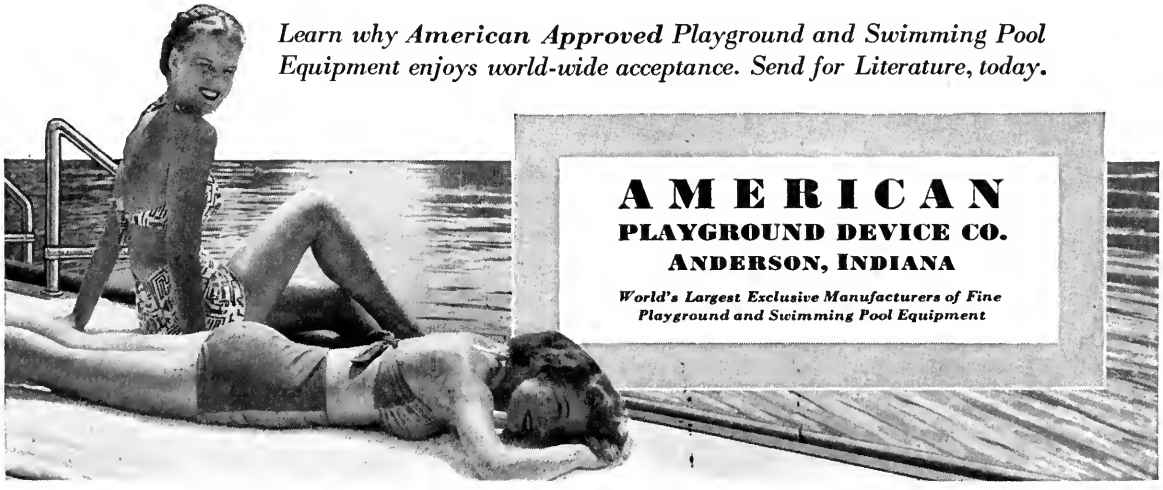
Not even during the recent difficult war years has American ever compromised in materials, design or construction; for, we regard the welfare and safety of your youngsters as our responsibility as well as yours. Instead, we've gone along in the good old American way building the best *Approved* Playground and Swimming Pool Equipment made; and today more customers than ever before continue to place their confidence in American at Anderson. American leads the field.

Learn why ***American Approved*** *Playground and Swimming Pool Equipment enjoys world-wide acceptance. Send for Literature, today.*



AMERICAN
PLAYGROUND DEVICE CO.
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World's Largest Exclusive Manufacturers of Fine Playground and Swimming Pool Equipment

Personalities in the
Recreation News . . .

First Woman President

FOR THE FIRST time in the history of the Indianapolis, Indiana Park Department, the president of the board is a woman. Mrs. Agnes Peele Connor was appointed to the board of Park Commissioners on January 1, 1948, and at the first meeting of the group she was named president.

Mrs. Connor follows the aggressive lead of the city's new mayor, Al Feeney, in setting as a policy of the Park Department, the keynote of service to children through recreation as a major emphasis.

She is the mother of six grown children, four boys and two girls. She is a member of the board of directors of the Indianapolis Council of Social Agencies, as well as a director of the Board of Catholic Charities Bureau. Her position also places her on the Board of Zoning Appeals, and the City Plan Commission.

Her sons played on the football teams at Notre Dame and Butler University, and were active in basketball and other sports in high school; therefore an intense interest in sports and recreation has been an integral part of her household for many years. She supported the war agencies during the war and served with the USO and OCD as a faithful volunteer.

In these activities, Mrs. Connor follows the pattern set by her mother, Mrs. Margaret Peele, who was a charter member of the Indiana State Board of Charities. Although Mrs. Connor efficiently heads the Park Board, she is also busy with her own household, and still finds time to be a charming hostess.

LOOK EVERYBODY!
-GET IT STRAIGHT
COACH, THIS VOIT FOOTBALL NEVER SEEMS TO WEAR OUT··· -WHAT MAKES IT SO TOUGH?
WELL, THAT'S AN INTERESTING STORY, DON··· ··· LAST SUMMER I WATCHED THE VOIT ENGINEERS TEST SOME OF THEIR NEW POST-WAR ATHLETIC EQUIPMENT···
1 —THEY DROPPED A VOIT FOOTBALL 10,000 FEET!!
2 -THAT FOOTBALL WASN'T EVEN HURT! IT STILL MET OFFICIAL STANDARDS FOR WEIGHT, SHAPE AND PERFORMANCE ··· VOIT FOOTBALLS CAN TAKE IT!!
3 I SAW THEM FISH UP A VOIT BASKETBALL THAT HAD BEEN SUBMERGED IN THE OCEAN FOR SIX MONTHS···
4 ···THE COVER STILL LOOKED BRAND NEW, NOT EVEN A BARNACLE ···BALL HADN'T ABSORBED A DROP OF WATER—BUT THE STEEL CHAINS THAT HELD IT WERE RUINED!!
5 -I SAW THE END OF A GRUELING TEST WHERE 3 MEN BOUNCED A STANDARD VOIT BASKETBALL OVER HALF A MILLION TIMES ON A ROUGH STREET SURFACE!
6 ···THE BALL SHOWED ONLY SLIGHT SURFACE WEAR···I AM SURE NO OTHER BALL COULD EQUAL THIS VOIT RECORD!!
YOU CAN'T BEAT A VOIT BECAUSE ··· VOIT MEETS OFFICIAL STANDARDS—VOIT IS WATERPROOF—VOIT IS SCUFFPROOF—VOIT OUTWEARS UP TO 6 ORDINARY BALLS!!
DON'T FORGET, COACH, I CAN HANDLE A VOIT BALL BETTER, TOO!!
REMEMBER! VOIT-
1. WEARS UP TO SIX TIMES AS LONG.
2. MEETS OFFICIAL STANDARDS.
3. SCUFF PROOF.
4. WATERPROOF — WASHABLE.
5. BACKED BY 25 YEARS OF RESEARCH, TESTS AND ACTUAL USE.
6. USED BY OVER 100,000 SCHOOLS, PLAYGROUNDS AND CAMPS.
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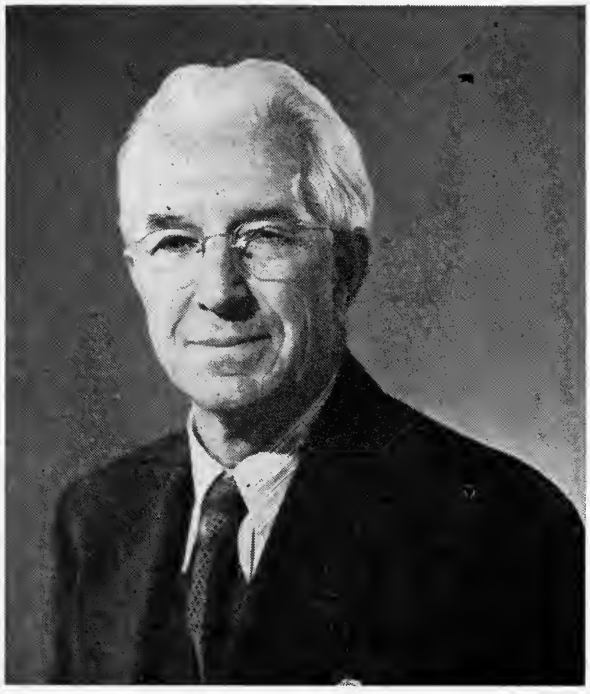
George W. Braden



CHARLES E. REED

"SOMEBODY HAS SAID that we have to justify the space which we occupy in the universe. I do want to serve wherever I can fit in best even though it takes me far away from my family and fireside. I have always felt that anybody who runs away from a real challenge is apt to get 'mushy' and become a victim of a certain amount of internal 'dry rot'."

That was George Braden's final reply to an urgent request from the Board of Directors of the National Recreation Association, in July 1936, that he help for a two-year period with some additional and important field service problems in other areas of the country. No better expression could be recorded of the spirit of dedication, and of the driving force within, which characterized his vigorous, productive service during the time he was a member of the national field staff.

For nearly twenty-five years of that period he was the Association's field representative for the thirteen states of the Pacific Coast and Intermountain section. Between February 1921 and his date of retirement — August 1, 1948 — George Braden helped scores of communities, large and small, throughout that vast area, to establish tax supported play and recreation programs which now serve countless numbers of boys and girls and men and women. He traveled continuously, many times being absent from his family and his home in Pasadena for periods of six weeks.

To each city and town visited and revisited, he brought a knowledge of the problems at hand, and of the methods followed by other communities in meeting them. For their guidance also, he and the local communities were in possession of information regarding the public recreation developments in other sections, through services from the Association's national headquarters. Public officials, lay citizens and professional leaders in these communities were inspired by his practical knowledge, creativeness, courage and statesmanship.

In a very real sense George Braden's service to the recreation and leisure time interests of people began with his earliest professional years. To him the recreation movement has been a matter of primary importance.

Along with his work and his travels he has been a student, both of his own and allied fields. It was his constant custom, in the cities he visited, to walk along over much of the area of the Community. Thus he learned from first-hand observation and from countless chats with local policemen, workmen, lay persons, boys and girls what the people did for their recreation and what they thought was lacking in the community provision for recreation. In dealing with local community leaders and problems he was realistic in his approach, quick to grasp essentials and to offer suggestions for course of procedure. He often employed, with effect, amusing analogies and anecdotes. Many times perplexing situations were eased with a ready sense of humor. He brought to his field tasks firm conviction and great singleness of purpose. Where an important principle was at stake, the presentation of unpleasant facts was made without hesitation, when necessary. With it, however, was kindness and affection even for those not in agreement.

To George Braden and to the Association have come through the years—and especially in recent weeks—innumerable expressions of appreciation from the cities in which he served and from his professional acquaintances, for the help he gave through his many field visits, his talks and his writings in the interest of community recreation. His retirement means only a change of pace. Less strenuously but no less fervently he will believe in, and work for, the National Recreation Movement. His will always be a triumphant life without concern "to justify the space he occupies."

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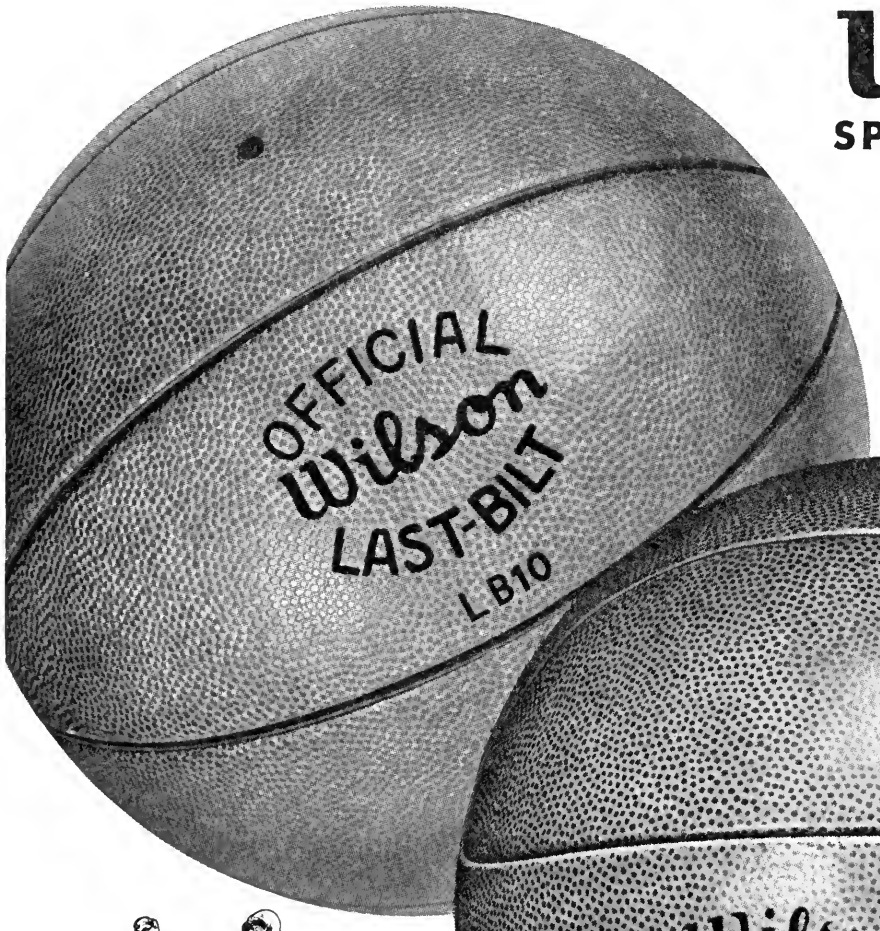

IT'S WILSON TODAY IN SPORTS EQUIPMENT

Recreation Suggestion Box

City-Wide Teen-Canteens*

MR. URBAN J. SCHNEIDER of Rochester, New York, writes of a new project growing out of their playground programs: "Last year, after making a careful survey of the playgrounds and neighborhoods, and questioning hundreds of teen-agers, we arrived at the conclusion that what was needed was a number of small teen-age clubs in strategic parts of the city, where teen-agers would not have far to go in order to enjoy an evening of wholesome recreation.

"These canteens were started primarily, therefore, to give teen-agers the opportunity of having their own program and putting it into operation. It is known that teen-agers, themselves, can produce a program which will attract the youngsters to desirable places of their own, and keep them out of 'joints.'

"In order to convince the youngsters of our sincerity we allowed them to choose one night each week for their canteen. This provided a motive for them also to select the type of program they desired and at the same time keep it within bounds. The program they elected usually consisted of table games, music, dancing, occasionally an orchestra, callers for square sets, movies, discussion groups, and so on.

"By doing this we gave the children the idea the canteen was their very own, and it was an easy matter to persuade the boys to care for the coke bar and also to keep the club orderly and neat.

"In some of the spots a boy acts as manager, and several girls act as hostesses. This arrangement makes for better discipline.

"One of the main reasons for the success of the clubs is due to the fact that directors and children worked together in making the transformation from a shelter into a canteen which had 'glamour.' And 'glamour' is just as important to a youth center as it is to a night club.

"In the vernacular of the teen-agers, they are 'sent' when they find clubs which have been patterned after night spots, with appropriate furnishings, and a place where they can relax and put their feet on the furniture without being reprimanded.

"With the approach of the summer season we deemed it advisable temporarily to suspend the operation of the clubs for the following reasons—after discussing the situation with the teen-agers we found a conflict with the outdoor program, also a lack of proper facilities to accommodate the large number of softball teams, who use the shelters as dressing rooms, and the storage of summer equipment such as swings, lawn mowers, wheelbarrows, lime. Also the director's time was employed in supervising outdoor activities until nine P. M., leaving little time for the preparation and use of the shelter as a canteen.

"Throughout the winter season the clubs were decorated for each holiday, special dances were held, such as Sadie Hawkins, Old Clothes, special holidays and the like. Good teen-age clubs are no flash in the pan—they are here to stay. We do not hold the view that these clubs will act as a cure-all for juvenile delinquency, but sincerely believe we will go a long way toward helping alleviate the serious situation which prevails today. We are now accommodating approximately eight hundred teen-agers weekly, and no doubt this figure will be greatly exceeded when we start operations again in the fall."

*Reprinted from *The Rochester Municipal Journal.*

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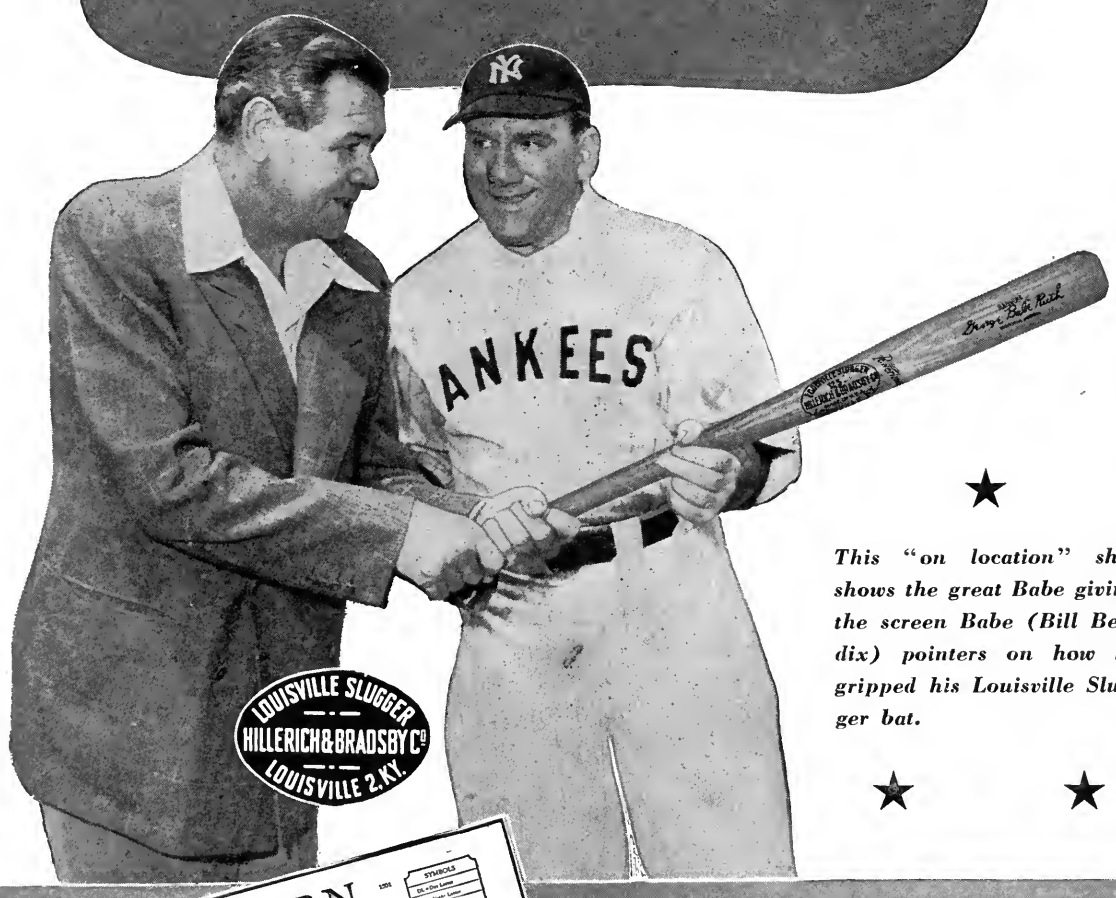
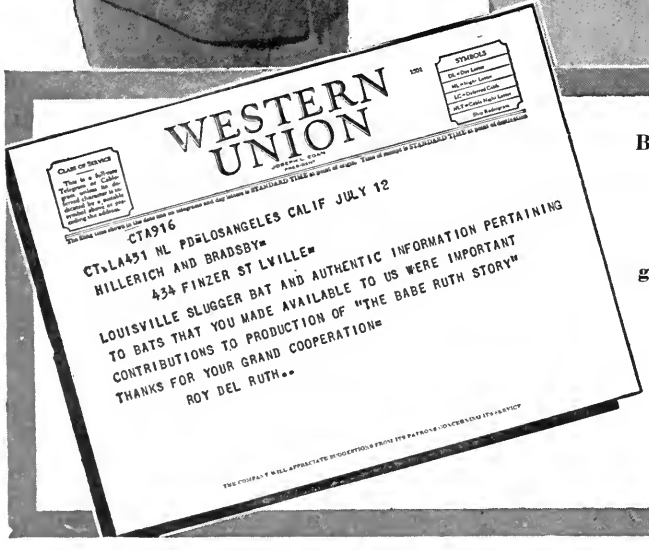


★

This "on location" shot shows the great Babe giving the screen Babe (Bill Bendix) pointers on how he gripped his Louisville Slugger bat.

★ ★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LOUISVILLE SLUGGER BATS

George Herman Ruth

BABE RUTH DIED August 16, 1948, at the age of fifty-three, in Memorial Hospital, New York City, at last losing a valiant two-year fight against cancer of the throat.

Ruth, "The Sultan of Swat," "The Man Who Built Yankee Stadium," "Mr. Baseball," has gripped the imagination of the American people as few of their idols have. America's interest and affection for him will not die with him. As Arthur Daley, of the *New York Times,* points out, he may well become the Paul Bunyan of baseball.

Ruth had more than color. He had ability. He was an outstanding pitcher. His powerful hitting not only produced runs, it changed the game of baseball from a tight defensive game to a game of offense and power. He is credited with saving professional baseball after the World Series in the winter of 1920-1921. Ruth's hitting and his glamour caught the interest of the fans and diverted it from the "Black Sox" affair.

But Ruth's contribution to the boys of America exceeds by far his contribution to professional baseball. His own boyhood was a difficult one. He lived a prodigious life, a problem to his friends and employers. He made much money, and spent it freely—until 1929 when, after his second marriage, he felt a sense of responsibility to himself and to others. At that time he began to realize his influence on the youth of America and what his leadership could mean to them.

As the *New York Times* says editorially:

"The Babe also won a personal victory, to win control over himself. . . . It took months, even years, of pleading with him, by his friends, to get him to take himself seriously, to make him realize that he had become the hero of American youth, that he had an obligation to the small boys of America. He learned that, he conformed, and he continued to hit home runs."

Babe Ruth living was a symbol and an inspiration to many a boy; his memory will always remain as an ideal of American boyhood.

Babe Ruth Foundation

Because so many are suggesting some form of memorial for Babe Ruth, it is of interest that back in 1947 The Babe Ruth Foundation, Incorporated, was established to "engage in work for the public good," Babe Ruth himself becoming a director.

The initial program will stress activities aimed to help children and youth. Sooner or later work for the health and physical well-being of children will be undertaken. In the meantime two areas already decided upon are the promotion of the recreation and leisure-time interests of children, and work aimed to control and prevent juvenile delinquency.

One of the projects chosen is the awarding of annual Sportsmanship Prizes in high schools, public and private, parochial and other church schools, and in institutions for delinquent and dependent children. Another project is the establishment of eight or ten college scholarships, to be awarded annually to deserving boys and girls.

The original members of the Board of Directors were: J. Paul Carey II, New York; Commissioner Albert B. Chandler, Versailles, Kentucky; Ford Frick, New York; William Harridge, Chicago; Melvyn Gordon Lowenstein, New York; Emory C. Perry, Chicago; Grantland Rice, New York; George Herman (Babe) Ruth, New York; and Eric Johnston, Los Angeles. Shelby M. Harrison, formerly Director of the Russell Sage Foundation, is Executive Director, with office headquarters at 122 East 22nd Street, New York City.

An appeal for interesting women's programs, as recorded by Miss Lou Hamilton, Superintendent of Recreation in San Antonio.

Women's Activities

WOMEN'S activities have made tremendous strides during, and as an out-growth of, World WarII. Reasons for this are the highly intensified athletic and recreational programs which were conducted by the defense plants, the industrial plants, the Wacs, the Waves, and the Spars. Also, the U.S.O. program for service women, wives of service men, community volunteer workers, and boomtown industrial centers during wartime, has been a predominating factor in this development. Through these various agencies women have been innoculated with experience in recreation programs and all that these imply. To them, recreation has become an actuality which has developed into a necessity.

Now with the development of the defense worker, the cutting down of industrial personnel and the demobilization of the women's services, it has become a responsibility of local recreation departments to keep this interest alive, and to meet this very real need.

Women who have been exposed to recreation activities are now demanding similar programs in cities and rural communities. Almost daily, in San Antonio, some woman will drop into one of our centers; and where, in the past, inquiries were made only in regard to youth activities, they now are including questions about what the center's program has to offer for women.

A representative of the National Federation of Settlements stated that in the New York settlement houses, where before the war women who visited the houses were primarily interested in child-care and problems pertaining to the home, are now registering an amazing demand for leisure time activities for themselves.

Out of this demand comes the problem of facilities. The defense plants, the armed services and the U.S.O. had the best. Will those of us with limited facilities and budgets be able to meet this need? Those fortunate enough to secure U.S.O. buildings with their bowling alleys, gymnasiums and other facilities will be more able to solve the problem. Others without them will find this rapid growth and interest in women's activities a challenge. (Many U.S.O. buildings have been successfully converted to community use).

In San Antonio, we are endeavoring to meet this challenge by conducting activities other than the usual figure-control classes and athletic activities, by organizing bridge clubs, craft classes, square dance clubs, reading groups and groups around various other interests of women. One of our very interesting projects has been the co-sponsorship of an English War Bride's Club, which was primarily a social group but attempted to familiarize the brides with the customs of the United States and Texas.

So we are faced with the fact that women are now coming to our centers and saying to the youth, "Move over, we want to play, too."

Let's make a place for them, shall we?

Taps for the '48 Olympics

TAPS SOUNDED FOR the 1948 Olympics on the fourteenth of August last. Twelve men in scarlet and gold tunics blew a trumpet fanfare; five cannons roared a farewell salute, as a subdued and awe-filled crowd of eighty thousand watched the impressive ceremony. As dusk descended over Wembley Stadium, two colorfully uniformed British guardsmen lowered the Olympic flag on its standard, men and women from all countries lifted their voices in song and, it was all over for another four years.

The United States proved to be the shining star this year, winning thirty-eight first places. Sweden placed second with seventeen firsts, and Hungary's ten first places put her in third position. At the last Olympics, in 1936, Germany had been the winner with thirty-three first places. Twenty-four firsts had given the United States second rating.

Totals for various teams are arrived at by giving ten points for a first place, five for a second, four for a third place, three for a fourth, two for a fifth, and one for a sixth. These are unofficial, as individual championships are the real basis of the games, and not team totals. However, according to this, the United States won in track for men, swimming for both sexes, in basketball, yachting, shooting and weightlifting—far outweighing any other competing nation.

But the aspect of the 1948 Olympics which seems to have made the greatest impression on all concerned with the events, is the smoothness with which they were handled, and the top-notch competition which took place. Both within the individual teams and the rival groups from different countries, there were no unpleasant "incidents." The contests were both sportsmanlike and of record merit.

At the closing ceremony, the president of the International Olympic Committee, J. Sigfrid Edstrom, said:

"The ties of brotherhood and friendship have been formed here not only on the field of competition, but also in the various Olympic athlete's villages . . . The Olympic games cannot enforce peace, to which all humanity aspires, but they give an opportunity to all the youth of the world to find out that all men on earth are brothers."

In these words Mr. Edstrom summed up the general feeling about the 1948 games, and the world's hope for the future.

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Parents' Magazine, April 1948
- We Plan for Play, Marion Churchill White.
- Indoor Roughhouse, Vivian L. Cadden.

Camp Fire Girl, April 1948
- A-Tisket, A-Tasket — Let's Weave a Basket!, Frankie Culpepper Georges.

Camping Magazine, March 1948
- Foundation for Peace, George E. Jonas.
- Day Camping Today, Reynold E. Carlson.
- Robin Hood Goes to Camp, Raymond C. Vance and C. G. Goodsell.
- Pioneer Camping, Ted Yard.

Beach and Pool, March 1948
- How to Organize an Aquatic Club, William P. Massof.
- Foot Infections — Their Prevention and Care, William G. Hatch.
- Construction and Operating Details of the Indian Foothills Park Pool.
- A Swimming Program for the Physically Handicapped, Carroll L. Bryant.
- Training the Municipal Lifeguard.

Parks and Recreation, April 1948
- If the Governor Says, Allen T. Edmunds.
- Flood Control Reservoirs in Recreation Development, Harvey S. Crass.
- Folklore and Nature Education, Arthur T. Wilcox.
- Park Employment Policies, George B. Caskey.
- The Maintenance Mart.

Books Received

Boy's Book of Rifles, The, by Charles Edward Chapel. Coward-McCann, Incorporated, New York. $3.50.

Christ in the Drama, by Fred Eastman. The Macmillan Company, New York. $2.50.

Encores on Main Street, by Talbot Pearson. Carnegie Institute of Technology Press, Pittsburgh, Pennsylvania. $3.00.

Encyclopedia of Home Care and Repair, by William Hennessey and William W. Atkin. Lantern Press, Incorporated, New York. $3.95.

Life with Family, by Jean Schick Grossman,. Appleton-Century-Crofts, Incorporated, New York. $3.00.

More Fun with Magic, by Joseph Leeming. J. B. Lippincott Company, Philadelphia, Pennsylvania. $2.50.

New Mexico Quarterly Review, The. University of New Mexico, Albuquerque, New Mexico. $.60.

Opera Ballerina, by Marie-Jeanne. Dodd, Mead and Company, New York. $2.50.

Public Welfare Directory, The, edited by Howard L. Russell. American Public Welfare Association, Chicago, Illinois. $1.80.

Therapeutic and Industrial Uses of Music, by Doris Soibelman. Columbia University Press, New York. $3.00.

Wild Folk at the Pond, by Carroll Lane Fenton. The John Day Company, New York. $2.00.

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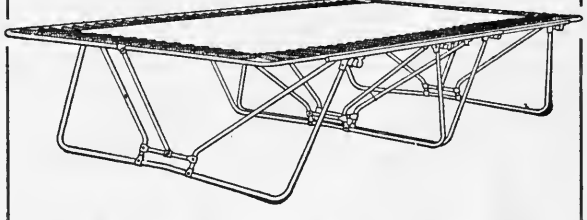

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HAROLD HAINFELD—Director of Summer Recreation, Tenafly, New Jersey. Article on page 258.

HARLAN G. METCALF—Professor of Recreation, Cortland State Teachers' College, Cortland, New York. Article on page 250.

CLARENCE S. PAINE—Director of Oklahoma City Libraries, Oklahoma City, Oklahoma. Article on page 247.

CHARLES E. REED—Manager, Field Department, National Recreation Association. Article on page 277.

DOROTHY RICHARDSON—Former U.S.O. Program Director, National Board Y.W.C.A. Article on page 252.

J. D. ROBINS, JR.—Secretary, Recreation and Group Education Council, Council of Social Agencies, Kansas City, Missouri. Article on page 269.

COOLIE VERNER — Associate in Community Services, Recreation Consultant, University of Virginia, Extension Division. Article on page 272.

CREATIVE CERAMICS *by Lester.* A complete book on the ceramic crafts. Discusses and demonstrates how to make tiles, figurines, etc.; how to design; and how to prepare and cast from molds. $3.75

LET'S WHITTLE *by Pynn.* A new book which tells anyone all they will need to know about this craft. Covers all details, direction of grain, starting points, patterns, etc. $2.50

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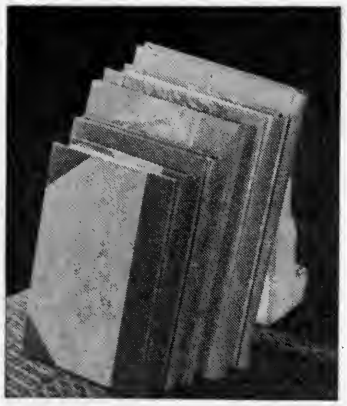


New Publications

Covering the Leisure Time Field

Encores on Main Street

By Talbot Pearson. Carnegie Institute of Technology Press, Pittsburgh, Pennsylvania. $3.00.

INTEREST IN THE community theatre has spread rapidly across the country, especially since the war, and membership in community theatres is larger than it ever has been. Therefore, there has sprung up a definite need for a book of this type —the first of its kind to appear in years—in which an authority offers helpful suggestions and ways of working with people for the directors of such theatres, who daily face problems of human relations. Duties and responsibilities, organization, budgeting, choosing play and cast, allotting time for various projects, public relations, working with committees, are given a thorough going-over. (A bibliography is included.) Says the author, "Professional leaders have to remember always that nothing is routine when the rewards are not monetary, and that in the eyes of the contributor even the smallest donation of time and enthusiasm is exceptional and therefore worthy of recognition."

Talbot Pearson, now a member of the Department of Drama at Carnegie Institute of Technology, has had years of experience in almost every type of community theatre, and was at one time director of the Dallas Little Theatre. The writing of this book was made possible by a grant from the National Theatre Conference.

Purchase, Care and Repair of Athletic Equipment

By Kenneth L. Meyer. Educational Publishers, St. Louis, Missouri. $3.50.

A VETERAN COACH went to a sporting goods dealer to inspect new basketball uniforms. The salesman asked, "How about this rayon and durene jersey? What have you decided?" The coach thought for a moment and then said that he would take the durene.

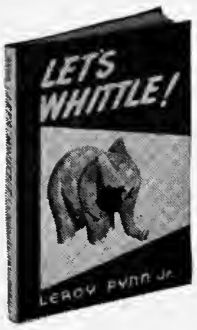
The fact that durene is a finish and not a fabric was obviously unknown to the coach. This fact is but one of the many tips on how to buy, what to buy and where to buy, presented here. Systems for equipment inventory, marking, storage, check-outs and specialized care and repair are analyzed. Administrative phases such as athletic budgets, sources of funds, and equipment safety are thoroughly discussed. A complete index makes the book an excellent reference, and a bibliography points to other sources of information.

Written to provide training in equipment administration, this has been adopted as the text for a course of the same title initiated this summer at Indiana State Teachers College in Terre Haute.

HOBBIES

Masks and How to Make Them, by Doane Powell. Bridgman Publishers, Incorporated, Pelham, New York. $4.00.

MASK MAKING IS *fun,* have you tried it? There is expert help in this fascinating book, which contains extremely effective illustrations by the author, showing all sorts of masks, and diagrams as to how to make them. Doane Powell is a portrait painter, sculptor, cartoonist, art instructor, art director, lecturer. With this background he brings us a new conception of what constitutes a mask, and has developed a mask that is adaptable to our present-day life and dress. According to Mr. Powell, you, too, can make masks. Here he takes the beginner step by step through the processes of construction, of creating and reproducing personalities, introducing him to the fun of creating something with the hands.



Let's Whittle, by Leroy Pynn, Jr. The Manual Arts Press, Peoria, Illinois. $2.50.

PROJECTS WHICH will make you want to sharpen your knife and begin! Each idea is simply planned and presented with details which are illustrated in two hundred fine drawings and photographs. Important points, such as the direction of grain for each project, the starting points, various views as the work progresses, full-size patterns are covered. This book is planned for anyone who is interested in finding a hobby that pays big dividends in satisfaction to the worker.

Money-Making Hobbies, by Joseph Leeming. J. B. Lippincott Company, Philadelphia, Pennsylvania. $2.69.

WHO WANTS TO make some extra money? Who *doesn't?* Here are more than one hundred ways to do it, as explained by a well-known author of other hobby books. Mr. Leeming gives down-to-earth tips on marketing, probable prices, sources of raw material, and enthusiastically describes the introductory steps to profitable hobbies in miscellaneous categories—from designing wire and plastic jewelry, and making gourd rattles, vases and bowls, to fish farming and beekeeping. The author says, "Each one of us is different, and has different interests and ideas, so it is only natural that each of us has a different idea of what kind of a hobby is the most fun. I have tried to give all information that is needed to enable a reader to weigh the particular hobby in his mind and decide if it is one that he or she wants to take up. Then, if a reader wishes to go ahead, he can get complete instructions and guidance from books listed in the bibliography in the back of this book."

Plastics Made Practical, by Chris H. Groneman. The Bruce Publishing Company, Milwaukee, Wisconsin. $4.50.

A NEW ERA OF materials, skills, and products has been inaugurated with the advent of plastics. As interest develops and more products reach the consumer, it is a foregone conclusion that this material also lends itself to educational values in the school, industrial shop and laboratory, and to recreational aspects of the home and community workshops.

This book is intended to serve as a reference guide for elementary information on a few of the more commonly known plastics, and to provide suggestions for processes which will aid the beginner in this new, creative handcraft. A section has been provided with working drawings, photographs, and complete instructions, which have been thoroughly tested, for making plastic articles. Particular emphasis has been given the treatment of two of the most popular plastics, namely Lucite and Plexiglas. Most of the processes and projects are applicable to the other groups of plastics as well.

The appendix provides useful information for the beginner in locating many of the materials and supplies essential. The tools employed in this handcraft are, in general, those commonly available for such work.

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Recreation Training Institutes

October and November

HELEN DAUNCEY Social Recreation	Amarillo, Texas October 4-8	Mrs. Mary Nan Gamble, Public Housing Administration, 725 T. & P. Building, Fort Worth, Texas
	Lawton, Oklahoma October 11-15	Mrs. Otto Howard, 1314 Ash Street
	Texarkana, Texas October 18-22	Mrs. Mary Nan Gamble, Public Housing Administration, 725 T. & P. Building, Fort Worth, Texas
	Oak Ridge, Tennessee November 8-12	T. R. Jarrell, Director of Recreation
RUTH EHLERS Social Recreation	Maryland October 11-15	Miss Ethel E. Sammis, State Department of Education, Lexington Building
	Vermont October 18-29	Mrs. A. O. Brungardt, Director of Recreation, State House, Montpelier, Vermont
	Prince Frederick, Maryland November 8-12	H. R. Hughes, Superintendent of Education, Calvert County
	La Plata, Maryland November 15-18	F. Bernard Gwynn, Superintendent of Education, Charles County
ANNE LIVINGSTON Social Recreation	Liberal, Kansas October 4-8	Mrs. Mary Nan Gamble, Public Housing Administration, 725 T. & P. Building, Fort Worth, Texas
	Clovis, New Mexico October 11-15	Mrs. Mary Nan Gamble, Public Housing Administration, 725 T. & P. Building, Fort Worth, Texas
	El Paso, Texas October 25-29	Ernest F. Craigo, Superintendent of Recreation
	San Antonio, Texas November 1-5	Miss Lou Hamilton, Director of Recreation
	Corpus Christi, Texas November 8-12	W. P. Witt, Superintendent of Recreation
	Wichita Falls, Texas November 29-December 5	Mrs. Henry W. Barton, 2002 Garfield Avenue
FRANK STAPLES Arts and Crafts	Atlanta, Georgia October 18-29	Virginia Carmichael, Director of Recreation

For those who are interested in recreation training opportunities, special attention is called to the training sessions which will be conducted during the National Recreation Congress at Omaha, Nebraska, September 26-30. One-day sessions are planned for church recreation leaders, rural recreation leaders and small community recreation leaders, respectively. In addition, daily sessions are planned for those interested in music, drama, arts and crafts, social recreation and folk dancing. Members of the Association's training staff, as well as other recognized leaders, will take part. For further information, write to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York.

WHO IS THE SMILING MAN?

CLUES:

1. His children's education is as good as paid for.

2. He's moving into his dream house in 1958.

3. He's going to get $4 back for every $3 he invests today, after 10 years.

4. He's helping his country and himself, at one and the same time.

ANSWER: The Smiling Man is the man who invests regularly in U. S. Savings Bonds. What he has done—actually—is to guarantee his own future, to insure the security and happiness of his family.

Every Savings Bond you buy will stretch your smile a little further. They're the wisest investment you can make, today—they pay you back $4 for $3 after ten years, and that's a promise by Uncle Sam!

What's more, every dollar you invest in Savings Bonds is helping to fight inflation over here, helping to maintain democracy over there.

If you draw a salary, enroll in the easy, painless, *automatic* Payroll Savings Plan. Or, if you aren't on a payroll but have a checking account, use the equally convenient Bond-A-Month Plan.

Inquire today about these sure, profitable savings plans. *And watch your smile grow along with your savings!*

AUTOMATIC SAVING IS SURE SAVING—
U.S. SAVINGS BONDS

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Recreation

OCTOBER 1948

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ON THE COVER: A Halloween pumpkin comes to life as youngsters prepare for an evening of witching fun and ghostly thrills. Photograph by Ewing Galloway of New York City.

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Recreation

October 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

On the Playing Fields of the World

THE FIRST WORLD WAR stunned some of us. Unbelievable!

The Second World War found us a little more prepared. We were acquiring the habit. But we had not yet learned our lesson. We were not yet willing to pay the price in surrender of a part of national sovereignty to secure world government.

The Third World War creeps on apace. Just around the corner. Only a miracle can prevent it. What can we do? What can we in the recreation movement of the world do to prevent it? Have we any special part to play?

On the relations between Russia and the United States we in the recreation movement at the moment can do little or nothing. That is clear.

But, in creating an attitude, deep and pervasive, of brotherhood—an attitude of good will, of good cheer, of desire to reach understanding, of largeness of spirit, of absence of cynicism, of good sportsmanship, of faith in the world, of faith in the future—the vision which unites, the vision of a world in which man finds joy;

And at the same time creating a spirit of courage, of incisiveness, of unwillingness to be pushed off the sidewalk by anyone coming along, of creativeness, of invention in dealing with difficult human situations without war, without physical force, if possible;

Playgrounds, parks, recreation centers, music centers, drama centers under leadership have a place.

The playgrounds and the recreation centers and the parks assume that this is a livable universe,

That it can be kept a livable universe,

That all men can live together, can work together.

And yet the playgrounds, the recreation centers assume that honor is a first essential,

That it is not essential that one go on living

But it is essential that as long as one does live, one keeps honor.

The Duke of Wellington stated that the Battle of Waterloo was won on the playing fields of Eton.

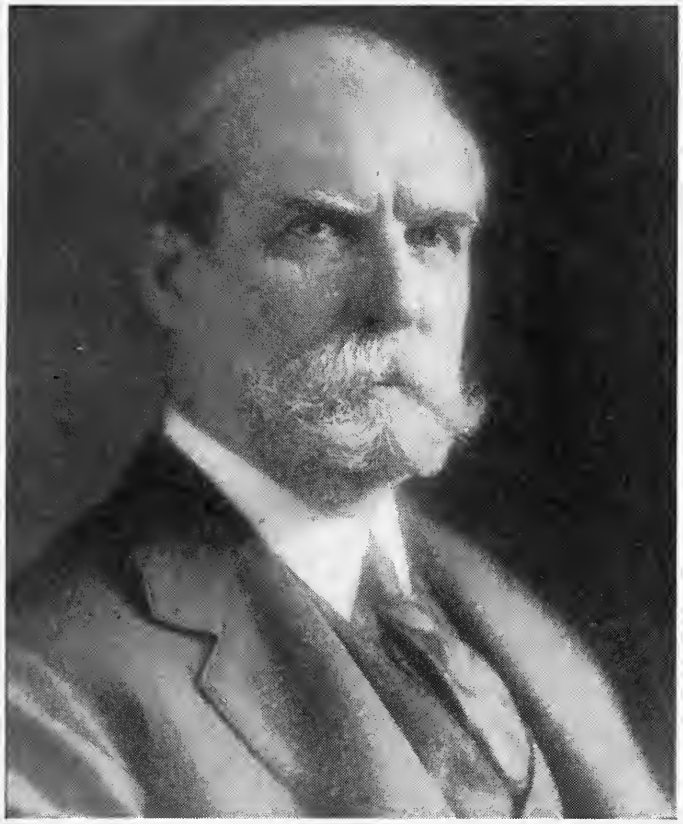
On the playing fields of the world such a degree of willingness to seek human understanding in the spirit of brotherhood can be built up—and such a regard for honor—

As to make Fourth and Fifth and Sixth World Wars —mass human world suicide—nothing less than unthinkable . . .

If true standards of leadership on the playing fields be maintained.

The recreation leaders in our colleges, in our cities, throughout the world, do play for the future of the world.

HOWARD BRAUCHER.



CHARLES EVANS HUGHES

FEW ASSOCIATIONS have had such outstanding help from distinguished world citizens as has the National Recreation Association. In 1908—forty years ago—the Honorable Charles Evans Hughes, then Governor of New York, later to be Chief Justice of the Supreme Court of the United States, delivered an address on "Why We Want Playgrounds" before the Association at the National Recreation Congress held in New York City. This address has been reprinted many times, has been used in the far parts of the world as well as throughout the United States, and is reproduced below.

Simply, beautifully, clearly, Charles Evans Hughes points out how fundamental and how important play is. What he said forty years ago is just as timely and valuable today. The truly great thinkers of the world have all agreed on the importance of leisure and recreation in the development of the human race.

In the death of Charles Evans Hughes, the recreation movement lost one of its early prophets.

Why We Want Playgrounds

I am very glad to have the opportunity to take part in the spread of the gospel of play. I cannot hope to say anything which would add to your instruction. Indeed, I have been amazed in examining your program at the specialization which this field affords. I congratulate you upon what has been accomplished. As the fruit of your study and research we may be sure that there will not only be playgrounds, but progress, as well, along intelligent lines.

The successful worker must have the spirit of play in his heart, and the successful man is only a boy with a man's experience. He must have the zest, the devotion, the spirit of comradeship, the capacity for self-forgetfulness, the boy's wholesome outlook upon life, if he is to do a man's work in the world. How are we to save civilization from being caught in its own toils? How are we to preserve childhood from being too early drawn into the contests of life? How are we, in our great urban population, to make possible the spirit of play, the opportunities for childish sports which are essential to the development of normal manhood and womanhood? To the solution of that problem you are devoting your study with no little measure of success already attained. I cannot aid you by experience or suggestion, but I bid you Godspeed from the bottom of my heart.

We want play—simply play—for the children of our great cities. Those who are fortunate enough to live in the country have, in their own homes, the playground. The orchard, the meadow, the brook, the swimming pool, the nearby wood, constitute the never-failing source for gratifying the appetites, the normal appetites, of childhood in the country. And with what feeling akin to despair do we look upon the growing thousands teeming in the congested quarters of our cities, with the slight opportunities of the roadway to take the place of the open country!

We do not think of them in the early years alone, but we look forward to the time when they come to play the parts of men and women in the

world, and we wonder what is to be the future. Is their experience of life merely to be that of the hard taskmaster, the struggle for bare existence? Is the growing feeling of discontent to be accentuated and increased because of this state of abnormal deprivation?

We want playgrounds for children in order that we may conserve the health of our people. A great deal is being done in these days to protect us against the spread of disease. We are fighting with intelligence and with new-found zeal the great white plague, but the dread disease of tuberculosis must be successfully fought by developing stamina, physical strength, through exercise in all the physical activities. We must nourish that strength in childhood. We do not want simply hospitals and pavilions, and notices giving instruction to those who are unfamiliar with necessary precaution. We want to save the health of our children, so that we may nurture a strong, well-favored community. That is the surest way to stamp out disease. If we were thinking of nothing but the preservation of health and the proper function of government in protecting against the unnecessary exposure of the people to infection and the inroads of disease, we would make it one of our first objects to secure adequate playgrounds for children in the free air, and give them opportunities of recreation not afforded by their overcrowded abodes.

We want playgrounds for children to conserve the morals of the people. There may be some who look upon human nature as hopelessly debased and beyond recall, as exhibiting here and there extraordinary illustrations of spasmodic virtue—virtue in spite of tendency. We have, alas! too frequent illustrations of the weakness of humanity. We are all conscious of the pull downward, but the pull upward is far more powerful, and that is the reason we are, in the twentieth century, under free government with its benediction of prosperity. We want to help that pull upward. It would be a very wise man who could sever from environment and association and unnecessary temptation the tendencies to evil, and say how much they are responsible and how much is due to innate vice.

My opinion is that the average boy is a good boy and the average girl is a good girl. I believe that the average man and woman would rather do right than wrong; I have a profound confidence in the capacity of human nature to seize that which is good, to hold true to its ideals with a progress that is spiral, but none the less onward, always pressing to humanity's goal.

We have many unfortunate occurrences. We are constantly lamenting the continuance of this abuse or that error, but we are gathered together in this country because of our confidence in the good judgment, the good sense, the right intention of the average man. If it were not for that, we could not expect to maintain free institutions. Now, knowing this makes for a reduction of unnecessary temptations, it makes it more easy to have wholesome living. It gives normal youth a fair chance for gratifying normal appetites. It is a safeguard of the country and of the institutions of our government.

The best way to train a boy to do right is not to lecture him into tears about his wrongdoing, but to show him the delight of an honorable and happy boyhood. It is to give him opportunity to prove what is in him in good works. And the good will always, in the main, with exceptions that only prove the rule, prove to be the greater attraction. Boyhood and girlhood must have a vent in play. It is natural; it is right.

This country of ours has grown up nourished by youth who came from the country. We have reenforced our cities with the best blood of the rural communities where boyhood and girlhood have had a chance. The mothers of the country, the mothers of the men that have made the country, have had girlhoods and decent opportunities; and the boys, with their love of nature and their opportunities in the happy, careless, outdoor life, have developed a strength that, in these strenuous days, has enabled them to bear the burdens of statesmanship. We cannot, as our population becomes congested, keep men good by force. That is the old, mistaken, unsuccessful effort of despotism—a few with the advantages keeping the many good, obedient, docile by force. You cannot succeed on that line in a free country. Men must be their own policemen, and the conscience of each must be the guardian of the safety of all. Some say we must train in our great cities those who have had none of the chances which the fathers of our country enjoyed, to know and love the right. How are we going to do it? The schools are all right, but there is little that you can do by explicit teaching. Moral consciences are all right, but there is a certain point beyond which you cannot expect receptivity. If a boy or girl is to take easily to moral instruction, to listen readily to the voice of conscience, he or she must have a wholesome life. A few hours in the fresh air, a few hours of self-abandon in innocent fun, a chance to be a normal boy or girl will do more to reenforce your moral lessons than many, many days of mere teaching. Thus the playground will be, without

any direct effort, one of the regenerating and uplifting forces of the community. The ordinary man, if he has a chance to live a decent life, will live it; and if you want good men and women in the world, devote your efforts to a large degree in removing those obstacles which are in the way of decent, virtuous, wholesome life.

We want playgrounds in order that we may aid in the development of the sentiment of honor. I do not know of any better way to teach the boy to be honorable and straight than to give him a chance to play with his comrades. In the playground he learns it without any suggestion of rebellion against instruction and precept and preaching. He learns it because he does not want anybody else to cheat him, and he is "down" on the boy who does not want to play fair. And in the long run, because he is "down" on the boy who does not play fair, he will establish standards of conduct which we must maintain in the community and particularly in our great cities. If there is one thing that we need more than another it is the constant emphasis among our citizens on that spirit of fair play, that willingness to give and take, that generosity in defeat and that lack of assertiveness in victory which we identify with true sport, and which is learned best of all in childhood upon the playground.

Now, I do not know that by the work of playgrounds we mean necessarily the development of particular forms of athletic sports. I am not an expert in the matter. You may have other ideas. I confess that I do not like to see any strenuous athletic contests except on the part of those who are trained for such contests; then I do like to see them. I do not think it is necessary to turn boys who have not had training and the requisite hardening into the hardest kind of sport with a strain of anxiety and overeffort, merely to encourage play. We also want, it seems to me, to have the science so perfect that no one will see the science. We do not want routine and schedules and a training which smack of a playground congress. We want just fun for boys and girls—with an absence of self-consciousness and an opportunity for cheerful self-abandonment, with genuine interest, with every variety of diversion that science can suggest, but with the stimulus to the same feeling that the happy country boy finds when he goes whistling to nature's playgrounds.

Now, I am glad, as I have said before, that so much is being done in these directions, and astonished at the prospect which is unfolded by your deliberations. It is another proof of the fact that if you get below the surface of anything—no matter what it is—you will find a field for the study of a life-time. You have a rich field here. How it makes one's heart ache to go through the crowded quarters of the city! During the last few weeks I have been going through the upper part of the State, the beautiful, beautiful State of New York, of which I grow fonder every day. I have seen the rare beauty of hill and dale, the charming countryside and the great mountains, and the delights of lake and stream; and then turn from this to the great metropolis with its wonderful statistics of commerce, its wealth beyond the dreams of avarice, its great prosperous population, and, at the same time, with a population of so many who are denied the opportunities that we want every brother man to have.

We cannot make society over. If there is anybody here who is indulging in the dream that you can have administration that takes no account of human nature, go on with your dream, my friend, but it is only a dream. There will be no change in human nature, and nothing can be done governmentally in a successful way that does not take account of the laws of progress; but, on the other hand, we can do a great deal more than we are doing, and there is not any reason in the world why we should not give the youth of our great cities a fair chance. We are going to do it, and I am grateful for this aid in that effort which promises so much—not only for our cities, but because of our interdependence, for the country as a whole.

Congratulations!

IT IS NOW fifty years since the American Institute of Park Executives was founded. The National Recreation Association leaders at this time wish to record the satisfaction they have had in working so closely with the Institute leaders for more than forty of these years.

In the early days of the Association much help was received from the rich experience of George Parker of Hartford, and Theodore Wirth of Minneapolis. For many years the Association has turned to Will Doolittle and many other park leaders.

A number of the Association staff, such as Harold Lathrop and Will Hay, have come out of the park movement. Association workers, such as Lebert H. Weir, James B. Williams and others, have been active in the Institute. Through the years there has been a fine spirit of good will.

The leaders in the Association extend to the leaders in the Institute their best wishes for the next fifty years.

"A remarkable transformation accomplished by teamwork"

TOWN BUILDS A PARK IN ONE DAY

Club women set out shrubs near pergolas; served meals to workers.

W. L. Ware

THE MORNING OF Sunday, April 4th, 1948, a four-acre tract of the San Gabriel riverbed at Azusa, California, was a waste of rocks and gravel. At sundown, that day, the same tract was Azusa Memorial Park, a recreation playground, landscaped with seventy large trees, well-rolled walks, picnic grills, pergolas, tables and modern playground equipment.

This remarkable transformation was accomplished by the teamwork of the Rotary, Kiwanis, Civitan, Twenty-Thirty Service Club, the Chamber of Commerce, American Legion, Veterans of Foreign Wars, National Guard, Police and Fire Departments, and several hundred citizens, men and women, who donned working clothes and labored all day to complete their project—"Build A Park In A Day."

Rock, gravel, cement, lumber, heavy grading equipment, rollers and trucks were donated by local building material concerns and contractors whose employees never worked harder or more cheerfully in their lives, with no thought of hours or pay.

Charles Shelton, chairman of the Chamber of Commerce Civic Development Committee, was one of the spark plugs on this job. He was ably assisted by the presidents of all the other organizations, and committees of community leaders.

Cornelius Smith, manager of the Chamber of Commerce, took us out to the new park to show us what community cooperation accomplished in his town in one day. It was a revealing sight. Hundreds of little folks were playing in the great sandbox and on the swings, bars and slides throughout the park.

One of the great moments, so far as the youngsters were concerned, was the arrival of members of the Azusa Fire Department escorting a great shiny fire truck which was donated to the park by the Los Angeles Fire Department.

Running under its own power, the great truck was installed in its new firehouse which had been completed but a few minutes previously. The Azusa Fire Department now sponsored "Kids' Fire Department Number 1." The 1923 fire truck had been retired to playground use and the boys and girls swarmed over that machine. It is the most popular of all the equipment in the new park.

Each service club took on a specific job. Civitan built the great grill in six hours; Kiwanis built playground equipment and assembled the many fine swings, bars and slides they had furnished for the park; Rotary planted the seventy large trees; Twenty-Thirty built the picnic and luncheon tables; Veterans of Foreign Wars and American Legion raised the funds for and helped plant trees. Drinking fountains were installed by the city.

Azusa merchants contributed hundreds of pounds of meat. Bakers furnished all the bread and rolls needed. Coca-Cola bottling works at Pasadena sent over a truck of their beverage, free to all who cared to pause for a cool drink.

As rapidly as the picnic tables were put up, church and club women took over the job of feeding the hungry workers, serving more than a thousand fine meals during the day.

Organization and Timing

Each step in this undertaking was carefully planned. Every club and every man knew exactly what was to be done and when. The materials for each job arrived on time. There was no waiting or lost motion during the entire day. No worker had to go home for his tools.

Officials estimate that more than $7,000 was contributed in material and labor during this day.

Music and entertainment were all contributed. Dozens of committee meetings were held to blueprint every phase of the undertaking.

At seven in the morning the materials and heavy equipment arrived at the site. At eight the workers were all there and "Park Day" was in full swing. Before the sun dropped over the top of the Sierra Madre Mountains, the job was done.

Blistered, sunburned, but satisfied, the tired workers gathered up their tools and left several hundred happy children enjoying the result of their labors.

Chamber of Commerce and service club officials say that this community effort did much more than to build a recreation park for the kiddies; it brought all organizations and citizens closer together than they ever had been previously.

Leadership by the officers of these various groups and their committees brought forth a high degree of interest and cooperation. The citizens of Azusa now know that there is nothing they cannot accomplish for their town by cooperative effort.

Nestling at the foot of the Sierra Madre Mountains, Azusa, with a population of 8,500, is located twenty-two miles east of Los Angeles in a major citrus-growing and packing district. The little city of fine schools, churches and homes is situated on Highway 66 and the main line of the Santa Fe Railroad. Its beautiful civic center buildings include a library and auditorium.

Children love this old fire truck donated as playground equipment by Los Angeles Fire Department.

Musical entertainment kept children out of the way while grown-ups worked to get the playground built.

The speed record was established by Civitan Club in building the huge barbecue. Working time—six hours.

Rotary club members of Azusa furnished and planted seventy large trees for the "park built in a day."

Wade Hawkins

Comprehensive planning of a recreation department, significant as an example of effective cooperation of community organizations—both public and private—in doing a bigger job than any one of them could accomplish alone.

Cooperative Planning for Education-Recreation Services

THE FOLLOWING INTERESTING and concise outline shows the comprehensive planning used by Reading, Pennsylvania, in utilizing all of the services offered by the social, civic, and municipal agencies for a common objective—higher standards of education-recreation that will reach every person in that community. Brief organizational structure and the ways in which each agency contributes to the total education-recreation picture of the community are presented.

City Department of Recreation

1. An independent division of the municipal government.
2. Board of Recreation is composed of five members of the community, appointed by the mayor, who select the leadership, determine policy, and administer the program.
   a. According to state law, two of the members appointed must be members of the school board.
3. The department cooperates with fifty different organizations in planning and conducting a program of recreational activities.
4. Present budget allotment from municipal funds is $59,114.80. Efforts are being made to have this increased through a proposed referendum for local taxpayers to vote for increased funds.

The Council of Social Agencies

1. Composed of sixty-one agencies, twenty-four supported by the Community Chest, the rest supported by public contributions and taxes.
2. The Council is divided into three subdivisions: Health Division; Welfare Division; Recreation Division.
3. Members of the Recreation Division are: Agricultural Extension Association — 4H Clubs; Boy Scouts; Camp Fire Girls; Department of Public Recreation; Girl Scout Council; Jewish Community Center; National Association for the Advancement of Colored People; Olivet Boys Club; Pioneer Neighborhood Council; Reading Public Library; Recreation Board of Berks County; YMCA; YWCA.
4. Organization of Recreation Division
   a. Executive Committee
      (1) Does advance planning of the agenda for the division.
      (2) Superintendent of Recreation is a member of this committee.
   b. Youth Development Committee—responsible for:
      (1) Studies of juvenile delinquency.
      (2) Spot-mapping of boys' and girls' agencies to denote what geographical areas are unaffected by the agencies.
      (3) A better understanding of each agency's program.
      (4) A joint leadership training school for leaders.
      (5) A church survey to determine what activities the religious groups provide for their youth.
      (6) Division of age groups and territories between the YWCA, Y-Teen Depart-

ment and the Camp Fire Girls.
(7) Publicity for activities of the member agencies.

c. Camp Committee
(1) Acts as a clearing exchange on camp problems among the character-building agencies.
(2) Disseminates information procured from other Camp Councils in reference to the cost of camping, age groups reached, and so forth.
(3) Camp Council committees for the purpose of research are: personnel; sanitation; finance; equipment.
(4) Aids in surveys for local camp facilities.
(5) Christmas Toy Shop of the Council of Social Agencies — acts as a clearing house on the rehabilitation of discarded toys for distribution to needy children. Conducts one party for children.

Topics Discussed by the Recreation Division in 1946

1. How can our recreational activities be directed to express and strengthen the fundamental values of our democratic nation?
2. Means by which agencies can enlarge their budgets to combat crime, prostitution, political unrest, nervous diseases, and to provide for the time released from occupational work.
3. Enlargement of the professional and voluntary staffs of the recreational agencies to be prepared for postwar leisure time.
4. Procurement of qualified trained personnel.
5. Emphasis of home play in the development of home workshops, flower gardens, playrooms, and fruit and vegetable gardens.
6. Provisions being made for returned veterans.
7. More accurate methods of record-keeping of participation activities. Attendance figures should be used in planning summer and winter programs.
8. Integration of character-building agencies for more effective results.
9. What can be done to stimulate activities for adult recreation?
10. Advisability of hiring a public relations specialist for the proper presentation of publicity.
11. Study of recreational trends for the future.
12. A self-study survey of how effective programs are and why they don't reach certain groups of persons. A committee of ten persons appointed to conduct this survey: five professional members, including the Superintendent of Recreation, and five lay members.
13. An institute for agencies that are conducting a summer camp.
14. Administrative aspects of teen-age centers.
15. Effective measures to promote state and national recreation legislation.
16. Establishment of a Youth Council. This would be a Junior Council of Social Agencies, administration, planning, and policy formulation being done by the youth of the community.
17. Does Reading's future recreational planning provide for the recreational needs of adjacent suburban areas?

The School District

1. Policy is directed by a school board which consists of five members, elected by the residents of the community.
2. Policy of the school district is administered by the Superintendent of Schools who is appointed by the school board.
3. The school district functions independently from the municipal government.
4. It cooperates to the fullest extent with the Department of Recreation by: a.) providing free light, heat, and janitor services for eighteen buildings which are used for gymnasiums and community centers; b.) allowing use of thirteen school playgrounds without cost; c.) furnishing salaries for three attendants at outdoor swimming pool, the city paying for lifeguard services, water, electricity, supplies, and so forth. The Department of Recreation in turn gives free use of municipal parks and playgrounds to the Physical and Health Education Department of the Public Schools for athletic purposes under a reciprocal agreement.

The Municipal Government

The following listed departments of the municipal government cooperate with the Recreation Department in the following ways:

1. Park Department — Monetary appropriations for band concerts and folk dance orchestras; capital expenditures in construction of new areas and facilities; maintenance of athletic areas in public parks.
2. Water Bureau — Maintains athletic areas on Water Bureau properties; floods rinks for winter sports on the public skating rinks.
3. Department of Public Safety—Provides lights and lighting for all activities.
4. Bureau of Police—Provides police escorts for parades and protection at all large recreation activities; allocates street areas for sledding in the wintertime and rollerskating in the summer.

5. Department of Streets and Highways — Provides heavy trucks when necessary; constructs hard surface recreation areas where necessary.
6. City Planning Commission—Recommends new recreation areas; designs and plans new projects when required.

Interracial Committee

1. Interested in the problems of Negro recreation. The Superintendent of Recreation is a member of this committee.
2. Interested in getting new facilities for Negro recreation and improving existing facilities.
3. Negro-white relationships throughout city.

The Playground Federation

1. A group of thirty-four neighborhood parent playground associations. Two representatives from each association are delegates. Meets four times a year to discuss the following:
   a.) Methods of raising money for new playground equipment, handcraft supplies, picnics for children, transportation, and all combined recreational events; b.) ways and means of impressing upon people of the community the large number of people actually participating in recreation programs; c.) a handcraft playground model contest; d.) methods of improving existing local playgrounds and of securing new areas.

The National Park Service

1. The City Recreation Department issues bulletins on the recreational features of the Mt. Penn and Hopewell Park areas.

The Philharmonic Orchestra

1. Sponsored by the City Department of Recreation.
2. Consists of nearly one hundred members of all ages and sexes.
3. Presents community programs without charge.
4. Plans to set up Junior organization in group.

The Council of Civic Clubs

1. Each member of the staff is a member of one of the clubs and takes an active part in all their activities.
2. Presents programs during regularly scheduled meetings to bring the attention of club members to recreational activities.

Greater Reading Council of Churches

1. Interdenominational in character and composition.
2. Uses the facilities and services of the Recreation Department in conducting social and athletic programs.

The Reading Music Foundation

1. Privately supported.
2. Provides several free public band concerts on playgrounds and in the public parks.
3. Superintendent of Recreation is a member of the Board of Trustees and helps with their planning.

Other Organizations which have a cooperative arrangement with the Department of Recreation:

1. The Community Players—a dramatic group.
2. Boy Scout Council—staff members are active in their affairs.
3. Izaak Walton League—conducts bait and fly-casting tournaments and publishes guides to fishing areas.
4. County Recreation Board — acts as advisor when called upon.
5. *Reading Times* Newspaper—cooperates and finances the annual children's marble tournament.
6. Municipal Music and Drama Committee—acts as a clearing house for all music and dramatic activities in the city.
7. The Recreation Department helps with the planning, procuring of facilties, conducting of leagues and tournaments for the following independent organizations:
   Church Athletic Association; Reading Archery Club; Industrial Athletic League; Industrial Golf League; Industrial Bowling League; Reading Chess Association; Reading Table Tennis Association; Reading and Berks Chapter of the Penna Guild of Craftsmen; Berks County Soccer Association; Berks County Athletic Officials Association; Radio Stations—programs and publicity; *Reading Eagle-Times* Newspapers—feature stories and publicity.

"We tire of those pleasures we take, but never of those we give."—Jean Antoine Petit-Senn.

Wildlife Conservation

—*A Business View**—

James Ford Bell

IT IS SAFE to say that there are definite limitations to the application of business management principles to a problem as saturated with controversy and public interest as is game and fish conservation. On the other hand, the objectives are clearly identical. The natural resources of game and fish, like business, must be managed in the interests of all the people.

Sportsmen tend to forget that hunting and fishing as we know them are not vested privileges, but rather an endowed heritage peculiar to America. In the old world these pleasures originally were reserved for the nobility and landed gentry, and ownership of game centered in the crown or the individual estate. In general this policy continues there today. In America, thanks to the bounty of resources and guarantees written into our basic law, game and fish are controlled by the state in its sovereign capacity and managed for all its citizens.

The point to be emphasized is that this common ownership implies a special obligation as well as a privilege. *Too often Americans shirk their individual responsibility for maintaining our game and fish supply.* This responsibility is best discharged by providing money adequate to support efficient management.

To operate a business efficiently, certain standard procedures must be followed, among them:

1. Accounting and inventory control.
2. Establishment of production (or sales) quotas.
3. Capitalization, or procurement, of finances.
4. Agreement on long term operating policy.

Admittedly these are only a few of the many considerations that must enter into the management of a business. But they are fundamental. Let us consider, briefly, their application to the management of a complex natural resource such as our game and fish supply.

ACCOUNTING AND INVENTORY CONTROL. Before game and fish can be managed, we must know what we have. Whatever the cost of obtaining this information, it must be secured accurately and at timely intervals. Upon it must be based such decisions as the dates and volume of harvest and the countless other regulations looking to wise usage. Our accounting must be standardized on a pattern that will win the ready acceptance and confidence of all citizens.

ESTABLISHMENT OF PRODUCTION QUOTAS. What do we lack, and how much of it? This can be determined from the inventory. Deficiencies must be underlined and widely publicized. Action must follow promptly to build up inventories. This production should be budgeted so that management will know what it will have to work with in the future.

CAPITALIZATION OF FINANCES. Whatever it costs to maintain our resources on a level to meet all needs comes under this heading. First of all, we must see to it that hunting and fishing license revenues, upon which game and fish depend for support in some states, are not diverted to other uses. If the present fees are inadequate, we must dig down into our pockets and produce enough money to do the job. It may cost you twenty-five dollars for an auto license in a given year, yet two adult residents can fish twelve months on a fee of one dollar and fifty cents. The expense of game and fish is the obligation we must assume for enjoying it. There is no alternative.

LONG TERM OPERATING POLICY. This really combines the first three principles. It is to our advantage that our long range policy of management be written for all to see, and that it be revised from time to time according to the dictates of necessity. In this way we can better "sell" the plan and the finances needed to carry it. If all the goals are not attained immediately, they will be

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projected soon in orderly fashion.

There is no broad and smooth highway to a land teeming with game and fish. To manage a resource that is annually tapped by some one million Minnesotans and visitors is a gigantic task, particularly when, as is now true, *we have less than one dollar to spend each year in management for each hunter and fisherman who stands to benefit!*

One important task of our publicity and information should be to point up the necessity for dedicating more money to the task before us. The needs of education, particularly in the adult field, should not be overlooked. People must be kept informed, through constant repetition, of the program as it unfolds. But more important, we must meet the immediate needs of the problem, and in full. For years, it appears, we have been "winking" at several pressing conditions, such as the control of carp in our southern lakes, and the encouragement of good upland game management practices among land owners where birds can be raised most efficiently in the field. We must be prepared to pay the price or stand the consequences of a game and fish supply facing slow exhaustion before ever-increasing hunting and fishing pressure.

Our good friend Izaak Walton was endowed with unusual vision. Three hundred years ago he no doubt had in mind the thousands of self-appointed "experts" on all things game and fish when he wrote, "That which is everybody's business is nobody's business." Game and fish threaten to wither away to "nobody's business" or to no business at all if we fail to agree on a production program supported by a long range plan with adequate finances. The sooner this basic thinking is accepted, the better.

Female mallard, rescued by agents of Fish and Wildlife Service from illegal trap, being banded. A record of each banded bird is kept in Washington, D. C.

Whether a sportsman is a conservationist depends on his state of mind. If he decides to be one —and it goes without saying that every sportsman should be—he can carry out his desire by obeying the laws, by encouraging compliance from others, and by cooperating with his conservation department at all times. These rules constitute a minimum personal conservation creed.

OCTOBER

October is the clear strong breeze that whips about my hair;
October is the burning leaves and tangy smoke-filled air.
The maple trees all red and gold against the sky's deep blue
And shocks of cornstalks in the fields are part of this month, too.

The cider and the apple that I hold within my hand,
The pumpkins splashing spots of orange all about the land,
The quick descent of evening, and the harvest moon above
Combine to make October the one autumn month I love.

—Jean Mason.

IN THE DARK

Won't They Spill Cider?

John Higgins

In 1946 the Park Board of Elkhart, Indiana, was enlarged to become the Elkhart Parks and Recreation Board. The title implied the additional responsibility of providing recreation for the 33,447 inhabitants of the city. The citizens of Elkhart were eager and willing to support any recreation program that the new superintendent would propose. To take care of their interest, and to inform them as to what to expect in the future, a proposed program was drawn up, stating the aims and objectives of the new department. Halloween is always one of the important days on any recreation calendar, so considerable space was given to a proposed Halloween celebration for the entire city.

In this proposal, certain fundamental rules were kept in mind: first, that it is best to keep the boys and girls in their own neighborhood; second, that all boys and girls are seeking adventure on October 31st, and that they want to give expression to this feeling; third, that if they are not given an opportunity for self-expression, in keeping with the season, they will revert to mischievous destruction to get a thrill which they feel is rightfully theirs.

To take care of the first rule which guided our thinking, that of keeping boys and girls in their respective neighborhoods, the superintendent of schools was approached with the idea of using the ten grade-school buildings for parties. In response, the usual questions were asked: "Won't the gym floor be ruined? Won't cider be spilled all over the place? Won't there be crowds gathered outside who will cause trouble?" They were all legitimate questions and, thanks to past experience, could be answered. The superintendent called a meeting of all principals, before whom the entire program was outlined.

The idea presented to this group was that each school hold a party for the children in its own building and for any other child or adult in its community who wanted to attend. These parties were not to be put on by the teachers, but were organized and run by the Parent-Teachers Association. The Parks and Recreation Department furnished cider and apples and twenty-five dollars for each group sponsoring a party. Cider and apples were also donated by a nearby fruit grower. Each Parent-Teachers Association was provided with suggestions as to how to conduct such a party.

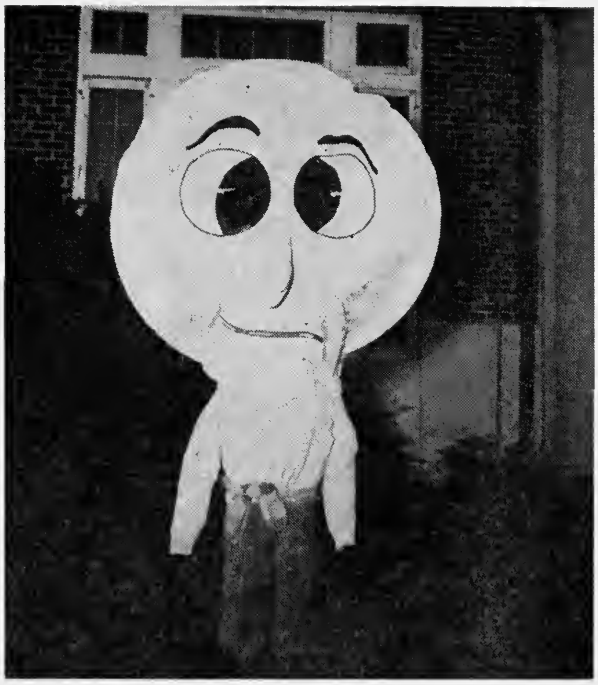
Just as anyone would expect, all the principals did not agree. Many excuses were given, the most unusual being that "Halloween is un-American, therefore we should squelch it." However, one of the principals had conducted parties for years, knew that the gym would not be ruined, knew that everyone would be on the inside of the building and not on the outside. As a result of his favorable comments, most of the school principals agreed to make the experiment.

What has been the result of this city-wide program?—tremendous public approval resulting from the quietest Halloween the city has ever had!

You might say all this sounds similar to an exclusively grade school affair. That is not true. Each child of grade school age is attended by his or her parents. Also, a large downtown party is held each year at the Y.M.C.A., which has all the thrills of the other parties, plus a free dance.

The following is a copy of the party suggestions which were sent to all of the Halloween program

OF THE MOON



chairmen of the various schools.

Party Suggestions

PURPOSE: To provide the youth of Elkhart with numerous parties that will give them an opportunity to express, in enthusiastic fun, all the youthful spirit that fills the air at this particular season of the year; further, to reduce property damage by making these parties so exciting that children would rather attend than spend their time roving the streets looking for mischief.

1. Arrange your party for individual participation so that you can take care of any number of guests.
2. Create a Halloween spirit by providing as many thrills as possible.
3. Require costuming as the price of admission. Give prizes for most original, funniest, best couple, best impersonation, best witch, and so forth. Give prizes for parents as well as for children.
4. Make sure you give the children a scare. This can be accomplished by developing a room of thrills.

   Have them enter a dark room by crawling through a small opening, such as a barrel or by means of a slide. While making their way through the room they should be required to crawl under tables or over them, walk on old bed springs covered with a rug, make their way over a board which is on a small off-center fulcrum, go through a passage where there are wet rags hanging from the ceiling which will hit them in the face. Give them unpleasant objects to handle (liver, skinned grapes). All of this can be accompanied with weird unpleasant noises. (These should suggest other ideas.)
5. After the costumes have been judged, give the party a carnival atmosphere by arranging booths for different activities. The prizes they will receive for winning will be candy or refreshments. It is never good to have the youngsters line up for their refreshments.
6. Suggestions for booths:
   (a) Fortune Telling—The fortune teller can have the subject's chair wired with electricity to give him a slight shock.
   (b) Crazy Weight — Each contestant writes his weight on a blackboard and then steps on scales. If he comes within three pounds he wins a prize. Have some way to control the scales to make them do unusual things.
   (c) Sevens—Have two large cubes numbered as dice and throw them into a large box. If the numbers add up to seven, a prize is given.
   (d) Pin Tail to Donkey—This is an adoption of the old parlor game, but make the donkey large.
   (e) Keg Fill—Place six nail kegs in a row. Try to get two softballs into the kegs, out of three throws.
   (f) Colors—An archery target or facsimile can be placed flat on the floor. The contestant tosses a flat, round object (piece of wood or hockey puck) intending to make it difficult for an object to come to rest on it.
   (g) Witch's Broom—Let the small children have fun trying to tack some straw on the witch's broom while blindfolded.
   (h) Paint squares on a slanted surface and let the contestants throw discs to see if they can land them completely within the squares.
   (i) Bean Bag—Put openings in a clown's face and let players throw bean bags through them.

In 1937 thirteen parties were sponsored by the Parks and Recreation Department. It was estimated that at least 7,000 people attended.

Solving a Halloween Problem

Joseph Brislin

WHAT RECREATION DIRECTOR or community Halloween chairman has not had the feeling that a successful Halloween party has been conducted, only to have cold water dashed on his enthusiasm as he walks down Main Street the following morning and finds store-owners laboriously taking wax and soap off their windows? After his return, more than one individual lets the chairman know, in no uncertain terms, that this is the last year he will help sponsor a community Halloween party, adding—"The youngsters don't appreciate it, anyway."

The Recreation Department of Barre, Vermont, with the help of the Lions and Rotary Clubs, are getting around this soaping and waxing problem by sponsoring a *Halloween Window-Drawing Contest.* The store-owners offer the use of their windows to the youngsters, either singly or in groups, for the drawing of a Halloween picture—or any subject, for that matter—thereby giving the youngsters the fun of marking windows yet keeping all merchants happy. Here's how this new plan works:

The idea of actually donating their windows, for artistic decoration by the youngsters, was sold to local merchants on the basis that in all probability their windows would be marked anyway. Moreover, it was pointed out that when pedestrians would pause to look at the works of art, they, of course, could not miss seeing any merchandise that might be displayed in the window. The superintendent of schools was wholly in agreement with the idea; so the teachers signed up the would-be artists, and the windows were assigned.

Rules for the contestants, as set up by the recreation department, state:

1. One or more children may work on a window. A sketch must be submitted to the recreation department, in advance, indicating the colors desired; then water colors in small bottles, or Bon Ami, must be secured.

2. Children who have signed for a window will be excused from school so that the decorating may be started at three o'clock and finished by five o'clock.

3. If any wax or soap appears on a window, that window is automatically disqualified for an award. Likewise, if the window-sill or sidewalks in front of the store are spotted with paint, the window will not be judged.

4. Prizes will be awarded for the three best windows in each of the following groups: senior, junior and midget. A prize will be awarded to the Scout troop, boys' club, girls' club or any other young people's organization doing a window as a group. Schools represented by first-prize winners will be awarded a Halloween banner. Each merchant will present the contestant using his window with a small prize.

5. Members of the Rotary, Lions Club and the recreation staff will be on hand to assist wherever needed. Judging will be done between the hours of seven-thirty and ten.

That this program has been successful is indicated by the fact that the store-owners practically beg us to use their windows; and, in fact, this year, they have requested that the contest be run on a Friday so that the out-of-town shoppers may see the work on Saturday. On Halloween night the business section is crowded with adults viewing the work and offering suggestions to the judges. The local paper gives a great deal of space to the contest, and the result has been that waxing or soaping is cut to a minimum.

Some of the work done on various windows is really remarkable. The youngsters enter the contest with a will to win, and practice on their windows at home or at school for a week previous to the contest. That the merchants are all for the idea has been further indicated by the fact that they award generous prizes without solicitation.

In addition to the window-drawing contest, the Barre Recreation Department, with the assistance of a large number of volunteers, conducts two Halloween parties in each grade school building throughout the city, one at five-thirty for the first, second and third graders and kindergarteners, and another at seven o'clock for the fourth, fifth, and sixth graders. The Municipal Auditorium is thrown open to the seventh and eighth graders between the hours of six and nine o'clock for a dance, and from nine until eleven-thirty for the high school students. Last year's parties and window-drawing contest involved ninety-six percent of the registered school children in the City of Barre. Damage was at a minimum and, for the first time, the police department did not have one extra man on duty on Halloween. This speaks well for carefully planned Halloween celebrations.

Under The Witch's Spell

THE NIGHT IS dark and overcast; the moon hides behind a protecting cloud; all is quiet and unusually still—broken only by a sudden piercing scream, the moaning of a ghost, the meowing of a cat, the swish of a broomstick as a witch rides high. The scene is set for a thrilling Halloween—now it's up to you to plan the festivities and fun. So, to start you off, here are a few game suggestions to help make the party an exciting one.

Spirit Handclasp—This is a blindfold Halloween game and a good icebreaker. The party is divided into two equal groups. One of the groups is dressed in flowing white sheets, and each member is given the name of some well-known departed spirit—Napoleon, Moses, Joan of Arc, and the like. Members of the other group are given corresponding names. The spirits then gather at one end of the room, the mortals at another. All are blindfolded, and the signal is given for every mortal to find his ghost and shake hands within a given period. As the mortal grasps the hand of a specter, he gives his assumed name and the spirit either groans or replies, "Aye, mortal." If several of the specters are armed with ice-filled rubber gloves which they extend in place of hands, it will add to the hilarity. First three couples matched correctly may be awarded prizes.

Halloween Hallucinations—Give each guest a slip of paper with a notation written on it as "You have a hallucination that you are an actor or actress, an auctioneer, an oil station attendant," and so forth. Each guest must pantomime his hallucination. Others write guesses, and the winner is the one with the greatest number of correct answers.

The Witch's Cat—As many persons as possible are seated around a sheet, each one of them taking hold of the sheet with the right hand, leaving the left hand free for passing things. The room is then partially darkened; and someone embarks on the tale of the witch's cat. It seems that the Witch of Halloween had a favorite cat and that as long as the witch lived, her cat prospered. However, at her passing, the cat pined away and finally died from grief; but certain "phases" of the cat were preserved and will now be passed around under the sheet. As each part is passed, the name of it is announced. A warning is given that if any part is dropped, the dropper will be heavily fined. The first thing passed is the cat's head which is a ball of yarn with knitting needles sticking through it for whiskers. When that has gone the rounds, the tail is passed, a tail from a fur; next the hide, a piece of fur; then the teeth, a set of false teeth; the tongue, a pickle; the eye, a grape pulp; and so on.

Bat-in-the-Belfry—One guest is selected as the Big Bat who is given five minutes to hide in the "Belfry" (any place he chooses). The first little bat to find him does not reveal his hiding place, but hides with him—whether in a closet, under a trunk, behind a trunk, and so on. Other little bats join them as the hiding place is discovered, until all are in one place. The last to find the Belfry must perform a penalty act decided upon by the others.

Scavenger Hunt—Perhaps the group will want to spend some time outside as is the wont of many on Halloween. Make up a list of ten to fifteen objects which are to be brought back to the party at the end of thirty minutes, an hour, depending on the length of time you want the group to stay out. The nature of the objects should vary with the time allotted. Here are a few suggestions: six blades of grass, a needle threaded with brown thread, a last month's calendar, an old newspaper, a hair from a horse's tail, a button hook, and a street car transfer. Guests hunt in teams of four or six for the same objects, and although they may hunt separately, all on one team must return together in the time allotted. The first team to arrive with all or most of the objects wins.

Apple Bobbing, New Style—Here is the old apple with a little different twist. Groups of four compete in the game. Number One pares the apple and passes it to Number Two. He quarters it and passes it to Number Three who cores the apple and drops it into a pan of water. The fourth member then retrieves the four quarters with his mouth—at no time using his hands for this feat. The team finishing first deserves a prize.

If you wish additional suggestions for Halloween games and activities, write to the National Recreation Association, 315 Fourth Avenue, New York.

Flying Squadrons

Sponsored by the Jefferson County Playground and Recreation Board Louisville, Kentucky

Betty Redwine

HEY, MOM! HEY, POP! Get out the old jalopy —there's going to be a Flying Squadron at the church tonight!

John, Mirandy—did you hear that? Don't bother to dress because if it's similar to the squad who put on that recreation program at the school last week—and over at our Women's Club last month—it's going to be another night for this family to "turn out."

There it is—a typical scene in any Jefferson County home when a Flying Squadron is scheduled for the neighborhood. Formal attire isn't necessary; in fact, it isn't even desired. Mom can wear her old gingham; Pop can don smoking jacket or overalls; Junior's face can be dunked a time or two in water, and the family is on its way.

These squads are famous in the fun spots of Jefferson County. Any county group or organization may have one by simply placing a call to the Jefferson County Playground and Recreation Board and saying, "This is a church (club, P.T.A., service club, civic club, lodge or other group), and we want a Flying Squadron for the following date."

If it's a church, a squad leader immediately plans *with* the church group, and arranges to conduct the program; if it's a club or other group, there will be a different type of interest. But the Flying Squadrons are always ready and able to adjust their activities to fit the pattern selected by the group to be served.

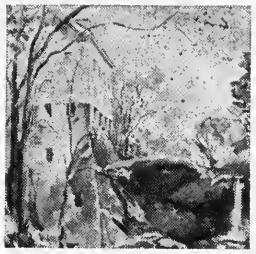
How much does this service cost these groups? Exactly nothing. Six of these squads are ready to fly at the job on an instant's notice. That's the reason they have been dubbed the "Flying Squadrons."

The personnel of the squads is made up of highly skilled people, trained either by Anne Livingston or Ruth Ehlers of the National Recreation Association at training institutes in Jefferson County each spring. Squad members are paid, of course—they're worth their weight in gold, and for such value received, recreation executives are proud to say, "Those Flying Squadron people are the 'cream of our part time payroll crop'."

Regarding the exact type of fun provided, here's the recreational menu: One set of "fliers" gives your group an evening of square dancing intermingled with novel fun ideas; another squad specializes in directing parties; while still another places emphasis on song fests and musical mixers. So it goes—and out come Jefferson County's families for nights of fun together. By the way, Jefferson County isn't crowded; there are only about 100,000 fun-loving souls living here—so there's room for anyone who wants to join us.

Now, for results. Folks in these communities can be assured that none of their regular programs will ever die, because a squad is always ready to revive it and to instill new life at the first sign of recreational "bellyache." This, of course, is in addition to the squad's regular service. At a P.T.A. banquet at Medora School recently, three hundred county gentlemen and their ladies enjoyed a Flying Squadron evening; Prestonia Dad's Night drew more than four hundred fireside-inclined fathers; while more than three hundred mamas, papas, and their youthful offspring hied themselves all the way to St. Matthews when a game-night program was staged there.

That's about it, folks. The next time you're touring, head the nose of your recreation car toward Jefferson County. Here's the call you'll hear ringing up and down the countryside—"Hey, Mom! Hey, Pop! Let's get goin'—there's a Flying Squadron in the village tonight."



THERE'S A STORY THERE

Dorothy Martin

THE OTHER DAY I took a boat ride from Washington down the Potomac, past Mount Vernon, the stately old home of George Washington, past lesser known old homes with their tree-lined walks leading to the river piers, and it reminded me of the pleasant years I once had spent in a small New England town, and of the fun of browsing around its old houses.

Have you ever stopped to look at an old house? I don't mean just the wide clapboards, or the stone, or the brick. I don't mean the single big chimney of the Cape Cod cottage or the two big end chimneys of the old square house. I'm not referring to the sunburst window over the door, nor the small twelve over twelve panes of glass so rarely found in houses today.

I mean, have you ever really *looked* at an old house? Have you studied its character, visualized its past, listened to its tales?

I remember that small New England town very well—its post office, its two general stores, its center school and its two churches. On the main street there was a very prim, white square house. It was owned by two old spinsters who would not go upstairs because of mice; while up the hill, on the mountain road, stood a house where a man and his wife had lived for thirty years without speaking.

At the far end of the town there still existed an old house that once had rested on a disputed town line. They say that first one town would bill the owner for taxes, then the other town, and finally both of them! He expressed his opinion of such foolishness in language unfit to print, and vowed never to pay a cent of taxes again. One Sunday a wily old tax collector thought he had the man cornered in church, but the owner slipped out the back way before the service started. When the boys at the store asked him about it the next day, he said: "When I saw an agent of Satan coming into the House of the Lord, I left."

Through these stories old houses became my hobby — fascinating and inexhaustible — one that could be dropped for weeks and then resumed, with nothing lost.

It is so easy. Walk around the old sections of your town or city with an eye open for an old house. Look it over from every angle. Take a picture of it. The camera doesn't need to be the expensive kind with four stops to adjust and filters to confuse you. Just take as good a picture as you know how, watching for shadows, interesting features, and an attractive angle. Be sure to get the roof! Maybe you are artistic and can sketch, or perhaps you specialize in little humorous rough drawings. Better yet, you may dabble in water color. The idea is to get some type of reproduction of the house to put in a notebook.

Then start collecting material on the history of the house. If you like to read, spend some rainy evening with a town history or some historical society papers. Take notes on your old house. Find out when it was built, the occupation of the owner, who his children were and whom they married. Notice how the house changed hands and why. Who put the cupola and widow's walk on the roof? Why was that east wing added? Many a tale lies in those events. You'll find the minutes slipping away into hours.

And on a fine, fall evening, why not go "a-calling" on some life-long residents of the town? Get the little tales that were never printed, the tales passed on by the village gossips—men gathered around the stove of the old general store, women at a quilting bee. One story leads to another. Mere names become distinct personalities. That old run-down house takes on character. You will come to see the town in a new light; you will know your town and love it.

So to you hikers, photographers, historians, and to you lovers of tales, I suggest old houses. Old houses are *everywhere*. Don't pass them by.

Remember that they have a story. They have echoed with the shouts of children's laughter, beamed benevolently on love, shared the joys and sorrows of their owners. They have seen life's cycle repeated again and again. Generations have come into and gone out from the protection of those walls. Yes, an old house is a truly wonderful thing. Why don't you look at it?

Wherein the Chairman of New York State Council of Parks discusses state park problems.

Philosophy of a Park System*

Robert Moses

THERE WAS A time when the word *park* brought to mind only a formal public garden, a few rows of trees, a little green grass and some wooden benches. When you say *state park,* however, at least in New York, your mind brings up a different picture. You think of Jones Beach, with its long stretches of sand and ocean surf; of Bear Mountain, with its miles of woodland trails for hiking, riding or skiing; of two million acres of wild forest lakes and streams in the Adirondack Forest Preserve; of the Allegheny State Park, with its cabins in the wilderness; of the great glens back of the Finger Lakes and of the mighty cataract at Niagara.

These are the patterns for the state parks of tomorrow, all over the country. During the last few years, many states, besides New York, have been giving considerable thought to expansion and improvement of state park facilities, and the years ahead should see great forward steps. Michigan, for instance, has a large expansion program, including the acquisition of the 43,000-acre Porcupine Mountain area of hardwood forest bordering on Lake Superior. California plans a substantial expenditure for ocean beaches, tidewater bays and inlets, and other lands for recreational purposes. Missouri's constitution makes funds available annually for maintenance and development of state parks. So it goes.

State parks, in the modern sense of the word, fall into three general categories:

1. Areas near large centers of population where people can go for a day's outing.

2. Areas within driving distance of cities and towns where people can go for recreation and stay overnight, if they wish.

3. Areas where people can go to spend a few days, a week, or a complete vacation.

In all three categories, the purpose of a state park is to provide fun and recreation. A state park should be, first of all, a *big* area—where a lot of people can go without elbowing each other—with natural recreational features, whether beachfront, woods or mountains. Water, for swimming, fishing or boating, is a Number One requirement. The development of the recreational facilities depends, of course, on the type of area; but it should be carried out so that people can do the things they want to do—swimming, hiking, golf, camping, picnicking, winter sports, or whatnot—with the least possible fuss and expense when they get there. Hence, well-planned parking areas, bathhouses, cafeterias, and similar conveniences are needed. Facilities for people to stay overnight or spend week ends or longer vacations, where they are afforded, should be geared to the simple needs and limitations of the average modern city family: a roof, four walls, running water, provision for heat.

Too many so-called state parks of the past have come into being because of somebody giving the state a piece of land—some rich man's estate, perhaps, which had become unusable as private property. More often than not it turns out to be a white elephant as state park property; it is too small, or too much out of the way, or lacking in natural features for mass recreation, and ordinarily no endowment of cash comes with it. There are, of course, notable exceptions, but this is the rule. In the long run, the greatest extravagance is to accept a park in the wrong place, of the

*Address given at National Conference on State Parks, October 1947. Reprinted from *Planning and Civic Comment.*

wrong size, and without exceptional facilities for public enjoyment—just because you can get the land for nothing.

Again, some states still cling to the idea that historical sites—a Revolutionary general's birthplace or the mansion where Washington slept—or some remarkable geological disturbance or freak, are, per se, appropriate state parks. They usually are of little value from the recreational standpoint, and should be completely divorced from the state park service and maintained by educational or historical agencies interested and skilled in restoration and exhibition of historic relics and scientific marvels.

Long and painful experience has taught state park commissioners and executives that, in most cases, the only sensible thing to do with a mansion that has stables and outhouses in a real state park area is to tear it down before you are trapped into conversions and adaptations to public use. You can't turn a Chippendale dining room into a successful cafeteria or a boudoir into an office for a park foreman.

The magnificent gifts of the Harriman, Morgan, Perkins and Rockefeller families in cash, lands and improvements to our Palisades system are illustrations of real altruism. It is no secret that John D. Rockefeller, Jr., spent some $12,000,000 in buying, piece by piece, most of the land on the top of the Palisades for a parkway which will have no equal in the East. The million dollar endowment of the Cutting Arboretum, which will eventually be added to Heckscher State Park on Long Island, is another example of genuine philanthropy, as is the famous Letchworth Park on the Genesee River in upper New York.

Some of the older states, no doubt under the leadership of patriotic antiquarians and overenthusiastic botanists, have deliberately gone in for a policy of writing miscellaneous gifts of odds and ends of old homes and landmarks and have fortified themselves with laws, embroideries of impressive names on their letterheads, and the other accepted trappings of philanthropy. This is well enough if it doesn't go too far, but it has no bearing at all on the establishment of an adequate state park system for fun and recreation. When the two ideas are confused, neither objective is met. Historic shrines are overrun and tramped down by numbers of people, most of whom want a day in the open and no lessons in history, and parks are so small and poorly planned that they also become congested, littered and disorderly.

Another danger to be avoided is that of accepting the gift of part of a large tract of desirable private land in return for making all of it accessible by very expensive parkway construction. This may simply result in providing a large state park for a colony of small homeowners, built up without regard to proper zoning restrictions by the owner of the remaining private land or by subdividers and speculators to whom he sells his holdings. This is the danger inherent in the otherwise fine plan to build Crandon Park outside of Miami, Florida. The Dade County park authorities got half an island including a fine beach, and hitched the whole island to the mainland by means of a toll causeway. It would have been much better to buy or condemn the whole island, perhaps with the help of the State of Florida.

Among the few honest opponents of state park development and expansion are the extreme conservationists who, from fear of lumber, power and other commercial interests, seek, by constitutional and legal barriers, to lock up vast acres of state-owned forests against access by road and against the simplest, most elementary improvements in the way of shelter and primitive comforts without which the city man and his family cannot enjoy a cheap vacation. The average city family cannot live in any comfort in a lean-to or hut, and a few days of rain and cold on the bare ground make them sick and miserable. These conservationists are small in number, but very vocal and persuasive. They want to keep the forest preserve a remote wilderness; but it belongs to all the people for their reasonable enjoyment, not to a handful of fanatics. In New York we have tried repeatedly to submit to the voters at a popular referendum a constitutional amendment opening up our more than two million acres of state forest lands to millions of people by allowing cabins to be built and service to be provided so that they can camp with reasonable comforts. It is senseless to buy and build more new state parks if we have fine potential parks already in the ownership of the people.

The relationship between national, state, regional, county and municipal parks needs more careful study—because no balance of recreation needs is possible without a clear understanding of the territory each unit of government should cover. Obviously, national parks—and I don't mean national monuments—must be few and far between. They take in vast areas of exceptional scenery which can be saved from exploitation only by Uncle Sam himself. The line between the federal and state field cannot be precisely drawn, but we know pretty well where it is. Most states will never have a national park or very few of them, and there is no use sitting around and waiting for

State parks must respond to year-round demand. Taughannock Falls, N. Y., draws visitors every season.

the federal Santa Claus to do what state initiative should provide.

The possibilities of bi- and tri-state parks are only beginning to be appreciated—that is, parks on state borders which several states can develop together by treaties approved by Congress, and under authorities to which each state appoints an equal number of members or has an equal voice in their appointment. The Palisades Interstate Park, representing New York and New Jersey, established in 1900, and administering some 50,000 acres along the Hudson River in the two states, beginning opposite the crowded West Side up to West Point, and extending back into the wilderness, shows what can be done along this line. The cooperation of Connecticut, Massachusetts and New York is required to establish a Taconic Tri-State Park. Many other states have similar possibilities.

As to regional parks, the Huron-Clinton Metropolitan Authority, covering the large area around Detroit, with an excellent record of accomplishment and intelligent direction, now controls more than 4,000 acres of parks and is developing plans for 180 miles of parkways supplementing the state and federal highway system. The Huron-Clinton Metropolitan Authority is financed by contributions from the five counties in the Detroit metropolitan area through the imposition of an additional tax added to and collected with the general taxes of these counties.

The line of demarcation between state, county and municipal parks is hardest to draw. City parks should be small and numerous to serve all neighborhoods for periods of play and rest measured by hours, not days. Town and county parks have similar limitations but serve a group of villages and neighborhoods instead of one. If a county park is so located as to attract, entice or cater to thousands of trippers from a great nearby city, it will almost certainly be overrun and ruined. Only a state park can cater to such numbers.

It is much easier to operate a state than a city park, and a tradition or reputation for order, cleanliness and cooperation, once established on state land in the suburbs or country, sticks for a long time, but has to be revived and asserted over and over again in the crowded city. I have been responsible for planning, building and running both types of recreation areas, and I know the differences. Let it be understood, however, that while city people are harder on their home parks than on the big reservations they use as citizens of the state, it is not altogether due to cussedness at home, vandalism and indifference. The great distinction arises from inadequate space and overcrowding under congested urban conditions. It is easy enough to sneer at Coney Island and Rockaway and to compare them unfavorably with Jones Beach, until you reflect that at Jones Beach one-fifth the number of people can spread themselves over more than ten times as much land. The curse of city parks is congestion. There is no earthly excuse for it in state parks.

Access is, next to the proper selection of the site, the most important factor in state park planning—access by car, bus, boat and rail. The best way to reach a park is by a wide landscaped parkway without traffic lights or grade crossings, with ornamental stone-faced bridges carrying cross-roads over or under—a ribbon park restricted to passenger vehicles, free from billboards, with its bordering private property zoned for residence and with occasional small parks and stopping places along the way.

Next to parkways, expressways for mixed traffic will provide convenient means of getting from the city to the suburbs. Excursion boats are a slow but pleasant means of travel if a state park can be reached by water. Railroads are still a staple, dependable form of transit but usually involve combinations with bus lines.

As to air travel, along with almost all park executives, I feel that airports do not mix with state parks, that the noise and distraction of the airplane, along with its danger to recreation seekers, make it the least desirable, even if theoretically the speediest, form of travel. No doubt the seaplanes would cause less disturbance than land planes at waterfront parks, but even these are not

assets. Most of the talk about air parks is sheer buncombe. Safety, quiet, and a sky free from the roar of planes, are the right and due of vacationists whose nerves have been strained by the rapid tempo, the jar and grind, dust and rush of daily life in our cities, plants and offices.

This is an argument not only against planes, but also against all mechanical amusement devices, penny-catching gadgets and artificial stimulants in our parks. Leave these to the commercial resorts, to the Coney Island barkers, to the operators of scenic railways, chute-the-chutes, barrels of love and pinball rackets. They have no legitimate place in state reservations, and those who can get their fun only in cheap, noisy, phony, commercial resorts should go to just such places. These pleasure resorts are going to pot all over the country.

Our experience at Jones Beach and similar parks has shown that discriminating people want no mechanical gadgets at the seashore. They want air, sunshine, space, water, simple games, good architecture, order, cleanliness and the kind of planning and administration which meets peak-load demands without crowding, disorder, litter, noise and appeasement of the small, vicious minorities of roughnecks and vandals who are so conspicuous in many city parks. Incidentally, considerable revenues can be collected at state parks without exorbitant charges. Parking is one of the best sources of income. People are inclined to respect the things they pay for more than those they get free.

The details of park planning are just as important as the general layout—signs, lighting poles and other fixtures, landscaping, the uniforms of attendants and officials, civility and firmness in dealing with the public, reduction of policing and regimentation to a minimum, the little usually considered trifles which give patrons a feeling of pride in a place and a disposition to cooperate in keeping it up to standard.

Climate and temperature are less and less major factors in park usage. It is true that some sports, such as swimming, fishing, boating and many games, shut down in winter, but more and more people go out into the open in cold weather, in rain as well as sunshine, and don't shut themselves in superheated houses over week ends because the thermometer is low or the barometer drops. Switzerland, from the tourists' point of view, was a summer resort until after the turn of the twentieth century. Then its winter glories became known and Englishmen, depressed and dripping with fog, began taking vacations in Swiss and Austrian mountain snows. The same thing happened more recently in New England and other American winter resorts. People discovered that there were many places as attractive in December as they were in May. Our state parks must respond to this year-round demand, and they must be properly equipped and manned, and ingeniously contrived to shift quickly from one seasonal use to another in order to stimulate and encourage continuous, uninterrupted outdoor fun and recreation. Similarly, it must be assumed that southern states will attract more and more winter visitors and that their finest stretches of waterfront, woods, and other natural heritages should be preserved in public ownership and not denuded, exploited and spoiled by haphazard private developments.

Selection of park personnel is also tremendously important. Civil service, if it controls permanent positions, usually does not reach temporary seasonal help, and politics, slipshod methods of interviewing and examination by park authorities, and lack of standards and discipline result in poor selections and feeble control. This is inexcusable, especially in view of the fact that, except during war time, the very cream of high school and college boys and girls are available for jobs as lifeguards, attendants or cashiers, and that many of them can count on coming back summer after summer in vacation time to supplement their income and help pay for their vacations at work which is at once pleasant, healthful and reasonably well paid.

Here you have our philosophy—the fruits of twenty-five years' experience. As the poet said, "Knowledge comes, but wisdom lingers." We have made our mistakes, and you may profit from them. Our state park system, however, seems to work, because our people use it in vast numbers and want more and more of it.

Clusters of lights illuminate municipal playgrounds in Jacksonville, Florida.

The Story of *American Cities in Recreation . . .*

Part II

JACKSONVILLE

Nathan L. Mallison

FIVE FLAGS—French, Spanish, English, Confederate and the Stars and Stripes—have greeted the breeze at Jacksonville, Florida. General Andrew Jackson (Old Hickory) gave the city its name in 1822; and the first white child, Sarah Ann Hogan, was born there in 1825.

Sports and recreational events, such as music, dancing, boating and swimming, were enjoyed on plantations along the St. Johns long before the Civil War. After that war, sports events of importance began to transpire in nearby Jacksonville, starting when Washington defeated New York 6-5 in 1888, in the first professional baseball game played there.

A natural sequal to a series of such activities was the establishment of a summer playground at Confederate Park in 1907—one year after President Theodore Roosevelt's White House Conference had resulted in the formation of an organization, now known as the National Recreation Association. Between 1907 and 1925, recreation was a child of the Park Department, gaining maturity as one of the South's oldest departments.

The first step toward an adequate recreation system was made in 1925 when the free-holders of Jacksonville, empowered by a special act of the State Legislature, created a board and voted a mill tax for recreation by a five to one majority. This Playground and Recreation Board, serving without compensation, instigated a plan which has placed Jacksonville among the leading cities in the South recreationally. Much of the money expended, since the start of a definite annual budget under the mill tax levy, has been put into permanent improvements which stand as monuments to the soundness of the policy pursued.

Now, Jacksonville is one of fifteen hundred cities in the United States which have municipal recreation departments. These departments cater to the leisure time interests of people, regardless of age, sex, color or creed. The backbone of the recreation department's facilities is its playgrounds. Practically every playground now existing in Jacksonville is a direct reflection of the people's will. Parent-teachers associations and civic improvement leagues have, for the most part, requested the placing of playgrounds in the various neighborhoods. Their demands have resulted in the location of recreation centers, by the Recreation Board, in every place where a reasonable area was available and budget funds permitted.

Progress During Depression

By 1937, the board apparently had constructed the maximum number of facilities possible within the limits of its budget. Each previously acquired area required supervision and extra maintenance, which decreased the amount of funds available for new construction. At this juncture, numerous councilmen came forward with appropriations from their ward funds which were used as sponsors' contributions in the creation of W.P.A. construction projects. Among the facilities constructed under this plan were the Fairfield Tennis Courts, Victory Playground, Kooker Playground,

Springfield Swimming Pool and the Negro athletic field at Wilder Park.

During the year 1937, again empowered by the State Legislature, the recreation-conscious freeholders of Jacksonville voted a half-mill increase in the tax rate for recreation. This approbation of the municipal recreation program, during a depression period, constitutes one of the greatest endorsements ever given a department, anywhere, at anytime.

War Adds Impetus

Several military and naval establishments, also a number of shipyards, were located in Jacksonville before World War II. The department played an important part in the development of recreation for servicemen and did everything from conducting ceremonies at the launching of ships to conducting the first War Recreation Conference. Ultimately, four-fifths of the activities staff were in service and the gaps were filled with high school youngsters.

Following the war, the 1947 session of the Legislature amended the act governing the department, staggering the terms of the board members appointed by the mayor and empowering the department to issue revenue certificates, not to exceed $500,000, for the enlargement of the stadium (Gator Bowl), and $200,000 for other improvements. At the same time, the city fathers decided on a 100 percent assessment of property. As a result of these changes, more funds are available at a time when costs of supervision, maintenance and construction are skyrocketing. The board is still appointed by the mayor and is almost autonomous in authority, doing its own purchasing, and reporting to no political body. Properties are allocated to the recreation department by the City Commission for development as recreation areas, reallocation being made every ten years. An executive secretary is charged with carrying out the board's policies and serves as the liaison between the board and the department it governs.

Chart of Organization

The chart of organization, shown here, indicates the functions as well as the chain of responsibilities of the Administration Staff, the Activities Division and the Maintenance and Construction Section of the Jacksonville Recreation Department.

No attempt has been made to show, in this chart, the detailed dual relationship of a specialist to his city-wide program and his playground program. For example, the athletic specialist has leagues, tournaments, meets, officials' associations, and so on, which are separate from the playground program. He also may assist the playground supervisor with inter-playground athletic activities. There is much "doubling in brass" on the staff in order that all phases of the work may receive attention. Jacksonville is a medium sized city, in the 200,000 to 250,000 population class, and cannot go in for the specialization of cities in the half million or more bracket. A large Negro population is grouped in the northwestern quadrant of the city and has, on a small scale, a duplicate setup of the white organization within the Negro district.

Civil Service, Pensions, and Personnel

The security of employees who do a workmanlike job, as well as their promotion, is handled through the Civil Service Board.

Grades in the activities staff, starting at the bottom are: Play Leader, Junior Playground Director, Specialist Supervisor, Senior Playground Director, General Supervisor (same as Assistant

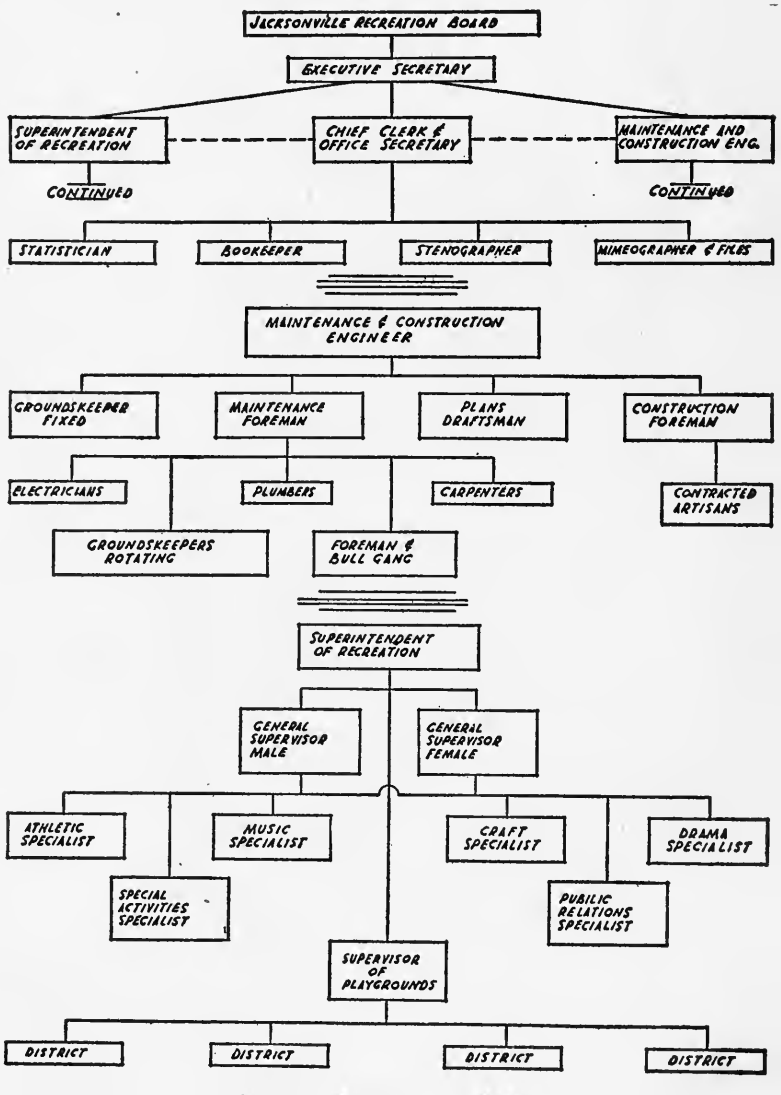


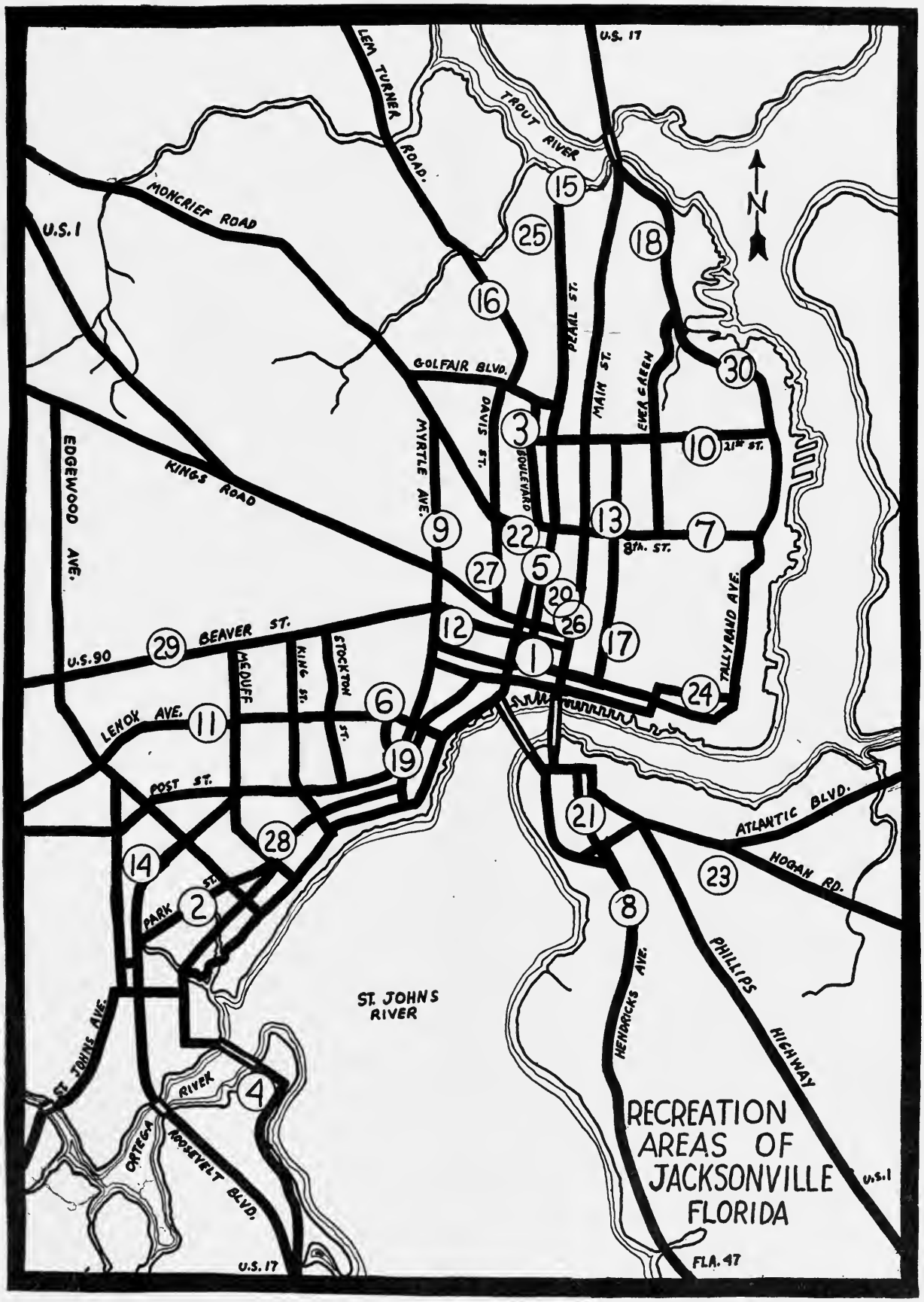
CHART OF ORGANIZATION - 1948

Entrance gate, typical of Jacksonville playgrounds. These piers contain electric switches and equipment.

A tennis class for beginners. Outdoor activities can be carried on both day and night.

Front entrance of the Springfield Swimming Pool. The pool itself is built above ground.

Knights of the Roaring Road — miniature size. Model making and racing are popular.


LEM TURNER ROAD.
U.S. 17
TROUT RIVER
MONCRIEF ROAD
U.S. 1
N
PEARL ST.
MAIN ST.
EVER GREEN
GOLFAIR BLVD.
DAVIS ST.
BOULEVARD
MYRTLE AVE.
EDGEWOOD AVE.
KINGS ROAD
21ST ST.
8TH. ST.
TALLYRAND AVE.
BEAVER ST.
U.S.90
MEDUFF
KING ST.
STOCKTON ST.
LENOX AVE.
POST ST.
PARK ST.
ATLANTIC BLVD.
HOGAN RD.
ST. JOHNS RIVER
ST. JOHNS AVE.
RIVER
ORTEGA
ROOSEVELT BLVD.
U.S. 17
HENDRICKS AVE.
PHILLIPS HIGHWAY
U.S.1
FLA. 47
RECREATION AREAS OF JACKSONVILLE FLORIDA

Superintendent) and Superintendent. Promotional tests are given when subordinates possess the ability to hold a position in a higher grade for which a vacancy exists.

While the Probst Rating System is used by the city at large, the department makes additional checks of employees' abilities for pay increase purposes. This provides an incentive for the employee to advance from the minimum to the maximum in a given grade without waiting for service raises, granted every five years.

Following a period of twenty or more years, an employee may retire on a pension of not less than 50 percent, and not more than 60 percent of his salary. The pension fund is maintained by a four percent deduction from pay which the city matches, making eight percent a year for each employee.

The three main divisions of the staff are: Administrative, Supervisory (leadership) and Maintenance-Construction. Administration has four employees; Supervision, thirty; and Maintenance-Construction, twenty-seven. All of these are full time, year-round personnel.

In addition, there are numerous part time seasonal employees such as swimming pool attendants, sports officials and a few additional play leaders in summer.

Finances

The budget is based on two factors: 1. What 1½ mills on each dollar of real and personal property will produce; 2. Revenue from facilities. The current budget is presented herewith:

Salaries:	
Administration, Clerical	$ 11,340.00
Supervisory Staff	65,420.00
Maintenance and Construction	64,699.00
New Construction, Repairs, Maintenance, and so forth	71,000.00
Office Supplies and Equipment	1,000.00
Playground Apparatus, Playground Equipment, Maintenance Equipment, Mowers, and so forth	15,000.00
Contractual Services: Lights, Water, Telephone and Insurance	6,500.00
Maintenance and Operation of Trucks and Operation of Automobiles	7,500.00
Special Events and Contingencies	3,000.00
	$245,459.00
Revenue from Taxation	$232,500.00
Revenue from Facilities	12,959.00
	$245,459.00

Areas and Facilities

Thirty areas, covering 135 acres, include the following facilities, most of which are lighted for night use, being used night and day 365 days of the year.

Apparatus	92 pieces	71 lighted
Baseball Diamonds	8	2 lighted
Cinder Tracks	2	0 lighted
Community Buildings	2	2 lighted
Gridirons	5	1 lighted
Hard Surfaced Courts	21	19 lighted
Shelters	8	8 lighted
Hobby Center	1	1 lighted
Horseshoe Lanes	17	17 lighted
Shuffleboards	19	19 lighted
Softball Diamonds	12	4 lighted
(Softball diamonds used for touch football in Autumn)		
Stadium	1	1 lighted
Baseball Park	1	1 lighted
Swimming Pools	2	2 lighted
Tennis Courts	18	3 lighted

Program

Space will permit only an indication of the type of programming carried out. Each quarter, a forecast is placed in the hands of employees. This schedule is worked out by the supervisory activities staff, utilizing the program of the last twenty years, with the constructive comments on them accumulated as a result of staff discussion by all activity workers. (Sample at bottom of the page.)

This program is made out on a weekly basis in the first two columns and a quarterly basis in the last column. Most of it is held out-of-doors, since the weather—except in the rainy season—encourages outdoor activity. Night lighting on recreation areas is of great assistance. Some of the activity classifications are:

ATHLETICS: Baseball, softball, basketball, track, touch football, swimming, tennis — leagues and

Major Events	Minor Events	Routine Activities
Annual or seasonal specials of city-wide importance.	Weekly specials of minor importance or inter-playground contests.	Seasonal or continuous phases of the program. "Stock-in-trade" items.
Dixie States Model Airplane Meet.	Motion picture shows.	Daily playground program: mass games, quiet games, boxing, tether ball, scrub softball, bound ball, horseshoe pitching, volleyball, checkers, apparatus play, and so forth.
Baseball leagues, city-wide.	Community nights.	
Annual Shrine Picnic for children.	Midget Peep Show Contest.	
County Tennis Championships.	Boys Pentathlon.	
	Girls O'Leary Contest.	

tournaments for these activities.

MINOR SPORTS: Horseshoes, dodge ball, bound ball, volleyball, paddle tennis, ping pong, shuffleboard, boxing, badminton, cork ball, fist ball.

CRAFTWORK: Aluminum trays, weaving, plastics, model airplanes, miniature autos, model boats, crayonex, pine needle basketry, bric-a-brac, fish nets, sewing.

SOCIAL RECREATION: Adar (adult group) Club, Teen Towns, church parties, picnics, fun nites, community nights, party kits, party plans, street dances.

MISCELLANEOUS CONTESTS: Marbles, jackstones, hop scotch, rope jumping, pentathlon, athletic badge tests, mumble-the-peg, O'Leary, photo exhibit.

AQUATICS: Learn-to-swim classes, Red Cross water safety instruction, playground canoe regatta, swim meets, aquatic carnivals.

DRAMATICS AND LINGUISTICS: Story hours, marionette shows, skits, plays, amateur nights, speeches to civic groups, festivals, pageants, Stagecrafters (a player group).

MUSIC: Minstrel shows, barbershop quartets, music festivals, community sings, choral guild, oratorios, light opera, symphony orchestra, band concerts, and the like.

RHYTHMICS: Square dancing, social dancing, folk dancing, rhythm bands.

CELEBRATIONS: Marshalling parades, launching ships, Joseph Lee Day, Fourth of July, Labor Day, arrival of Santa Claus, New Year's festivities at Gator Bowl football game. (This bowl game is very closely tied to the department.)

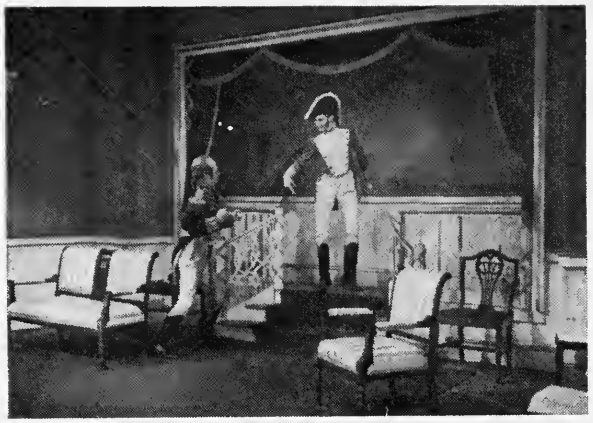
CIVIC SERVICE: Assistance to any group planning a public party, picnic, celebration, convention, and so forth, home playground layout service, assistance with regattas, carnivals, benefit shows.

Outstanding Facilities

While the playgrounds are taken for granted and include many like facilities, there are a few other areas which receive considerable use and attention. The Jacksonville Baseball Park is used by the "Tars" of the South Atlantic League and by Negro teams of outstanding ability. It, and one other diamond, are lighted for night baseball.

The Gator Bowl, a football stadium, seats about 37,000 and is used by high schools and colleges four months of the year. Out of season, horse shows, thrill shows, concerts and similar activities augment the income of this facility.

Hobbyland is an indoor workshop with a miniature auto racing track, and with control line circles for model airplanes adjacent.



Dramatics play their part in recreation program. Here Theatre Art Guild, "The Inspector General."

Noteworthy Activities

Some activities stand out because of publicity appeal; some pack a wallop on account of the human values involved; others have "worthwhile value" written all over them. Maybe the Midget Jackstone Tournament is as important to a nine-year-old girl as the Florida Softball Championship is to a player on the winning City League Softball Team.

Joseph Lee Day is easily the outstanding event of the summer playground program. It has already become traditional.

The Hobbyland setup, which includes the model airplane and miniature race cars, has a number of unique features. At one time the model airplane club held nine United States records. The world's record was broken four times in one afternoon on the miniature track. These performances are noteworthy, but, more so, is the number of father-son combinations in these activities.

The New Year's Festivities at the Gator Bowl bring bands and costumed groups from all over the northern part of Florida. They are truly gala occasions.

Actually, the salient events in the program are like the teeth of a comb, equal in importance to round out and balance a schedule of activities appealing to large groups of the populace.

People Think Well of Department

Jacksonville's newspapers are favorable to the department, giving it a third of a mile (in column inches) of publicity annually. Numerous letters of appreciation, from groups receiving special assistance, are on file. Youngsters who grew up on playgrounds drop in occasionally to pay a social call, and to express their gratitude for taking part in some activity staged fifteen or twenty years ago. A few words of commendation, representative of

many others, show that Jacksonville's citizenry, both its young and old, are sold on their Recreation Department:

"Through well-planned programs of recreation in the City of Jacksonville, I was able to find a satisfying place among my fellows and to experience full enjoyment in the activities."

Mrs. E. L. George, Dean of Girls, Stanton High School.

* * *

"I have seen, in particular, one large area which was painted black on our 'delinquency map,' bleached out by a playground and swimming pool. This was a graphic demonstration of what can be done along those lines.

"Of course, I know—aside from this rather striking demonstration—that the work of our Recreation System has been a consistent and potent factor, on the positive side, in developing good citizens. I am of the opinion that children learn about as much concerning the things that count on the playground as they do in the classroom."

W. S. Criswell, Judge, Juvenile Court of Duval County.

* * *

"Jacksonville's Recreation Department has been of great assistance to us of the Navy Recruiting Service —not only as individuals who have taken advantage of its many recreational facilities—but in our work of procuring the best type of young American for the Naval Service. Jacksonville, with its many playgrounds, swimming pools, tennis courts and athletic fields, has produced a type of young man who is more mentally alert and is morally and physically the better for the work of its Recreation Department.

"Assistance rendered by the Recreation Department in the planning of parades, exhibitions, displays and other public information media has always been cheerfully and efficiently given.

"The Jacksonville Recreation Department—and all other departments of its kind throughout the United States—is helping to build a better young America."

T. H. Williams, LCDR, USN, Officer in Charge, Florida Navy Recruiting District.

* * *

"We need not only supervised education such as is offered in our schools and colleges, but also supervised recreation which is, fortunately, available to the youth of Jacksonville through the facilities of the Recreation Department. Here, the department has built up a system whereby young people, regardless of religious or idealogical ties, may come together to compete, plan, and generally associate together in unity."

Aaron Leonard, Brentwood Playground boy, now in University of Florida.

* * *

"Many of our plans would still be in the paper stage if it were not for the readily available facilities and assistance of the Recreation Department.

"All of our contacts with the department have been most agreeable and, on every occasion, we have found the staff members capable, courteous, and eager to give their time and service to our projects. Especially are we grateful for the annual Recreation Institutes conducted by the department."

District One Girl Scouts, Eleanor J. Maultsby, Field Director.

* * *

"Had it not been for the training I received on the playgrounds of Jacksonville, Florida, I would never have been able to excell in sports. I would never have been able to go to college, nor would I have been holding the position I am holding today. Thanks to recreation and the able supervisors of the playground and recreation department of Jacksonville."

Abbie Carr Coleman, Director of Physical Education, Washington Park (Negro) High School, Lakeland, Florida.

* * *

"Too often we take some of the finest parts of life for granted. Although we may enjoy them, we seldom stop to express our thanks for them.

"A few nights ago I had an evening off. I walked down to the park near our church and got a surprise of my life. I found approximately 100 boys and girls playing the different games there in an orderly fashion. I stood and thanked God that the boys and girls of our community had such a clean nice place to spend their leisure time. I even entered in a game with them.

"As I walked home, I lifted my heart up to God in thanksgiving for the parks and playgrounds of our city and I also wish to thank the men who are responsible for them."

T. Newton Wise, Pastor, Fairfield Methodist Church.

* * *

"It seems to be a unanimous opinion that yesterday's Field and Track Meet is outstanding as one of the best—if not the very best—ever held in the state. This feeling is founded not alone upon the brilliant performances of the participants, but the manner in which it was handled.

"My explanation for the success of the enterprise is found in the fact that we, of the School System, are witnessing and experiencing the benefits of such close harmony and cooperation between the department of city government which you represent and our own endeavors along the line of promoting good and wholesome recreation for our young people."

J. W. Gilbert, Principal, Robert Lee Senior High School.

* * *

Jacksonville's other name is "The Gateway City." Its flag shows the city seal, depicting General Andrew Jackson on a rampant charger, a sprig of poinsettia, a large open gate and a scroll bearing the name of the city. The open gate is symbolic of the welcome awaiting visitors; the brilliance of the flaming poinsettias indicates the warmth of hospitality extended; and "Old Hickory" is characteristic of the city's rich and colorful past, merging into a progressive, growing present in a state bearing a name which is synonymous with recreation.

World at Play

Too Old to Dance—These words are taboo in Corpus Christi, Texas. Once a week, during the fall, winter and spring months, a large crowd attends an "Old Time Dance" sponsored by the recreation department. A five-piece band plays waltzes, fox-trots and a variety of old favorites for the "youngsters." A few square dances are also held at each meeting with music furnished by the band or records. The dance is open to the public, but caters primarily to middle-aged and older people. Some have passed their three-quarter century mark, but when that orchestra strikes up a tune, the chairs are left deserted, with practically every couple swinging merrily around the floor.

High School Philatelists—"Enjoy the King of Hobbies with us," invite members of the Newtown Stamp Club, a group organized last April at Annex 89 of Newtown High School, Elmhurst, Queens. Membership is open to all students provided that they belong to the General Organization, attend eighty per cent of school activities, pass in scholarship and character ratings, and have an avid interest in stamps. The philatelists meet each week on Tuesdays from nine to nine-fifteen a.m. not only to collect and swap stamps and to enter them in exhibits, but also to study the history and background of stamps and to specialize in this hobby. Students who take the one year course offered by the American Philatelic Foundation, and who pass its class tests and three-hour final examination, are considered eligible for the Graduate Certificate in Philately.

Wedding Bells—Members of the Golden Age Club in Kansas City, Missouri, attended a traditional June wedding. The bride, aged sixty-nine and the groom, seventy-nine, met during club meetings and carried on their romance through its program. The pastor of the First Presbyterian Church, where the center is located, performed the ceremony.

Reading on the Green—Montclair, New Jersey, will have an outdoor Bookfair on the Green in Edgemont Park during the first two weeks of October. The latest books, with special emphasis on those for children and young people, will be shown by the Montclair library from noon to dusk on Saturday and Sunday, October 2 and 3, and again during the week-end of October 9 and 10. Tables for the display of books will be arranged by subject and by age appeal, and consultants will be on hand to assist with information.

Flowers That Bloom in the Fall—This year marked the thirteenth time that the "largest garden club in America" has exhibited the "largest display of outdoor grown flowers in the country." The Pennsylvania Railroad Garden Club staged its annual Fall Flower and Dahlia Show in September in Philadelphia's Pennsylvania Station. The event was divided into two divisions: one for Garden Club members only, and the other for non-member employees in the eastern area. Sections were also arranged for the amateur and professional flower growers.

Mutual interest in bowling has taught Detroit boys to look upon policemen as friends, not cops or enemies.

They Bowl Cut-Rate

Rose D. Meyer

BOWLING HAS LONG been recognized as a sport for all ages and, beyond doubt, the increasing popularity of the game during the past ten years everywhere has been greatly stimulated by the enthusiasm of our youth. Although they be teen-agers, their game is adult in every respect.

However, not all teen-agers are able to enjoy bowling at present prices, so a Detroit policeman, Patrolman Norman Simmers, decided to do something about this. A devotee of the sport since early youth, he determined that the boys in his precinct, between the ages of fourteen and sixteen inclusive, should not be denied this opportunity. He therefore conceived, and has put into immediate practical operation, a plan that has taken hold in every part of the city. From experience he knows that boys have nothing in particular to do on Saturday mornings, and that most bowling alleys are rarely busy. So, he reasoned, why not permit the lads to bowl at that time, at prices low enough merely to cover alley expenses?

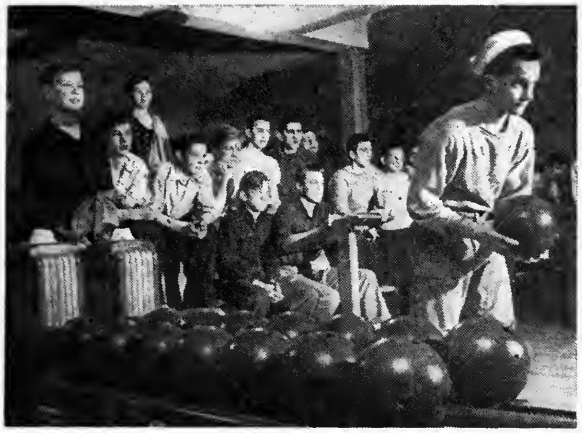
Patrolman Simmers talked over this idea with the proprietor of one of the leading establishments of his precinct. Everything soon was arranged. Now his "boys" are bowling there Saturday mornings at rates they *can* afford—practically half of the usual cost for playing the game, rental of shoes, and all the enticing tidbits offered at bowling alleys, including soda pop, candy, popcorn, and so forth.

This was the beginning, in 1946, of teen-age leagues in the McGraw district of Detroit. The initial league had sixteen teams from different schools and churches; while, in 1947, there were two leagues of twenty-six teams. In addition, several schools organized their own leagues, but their members are privileged to join the other teams if they so desire. To date fourteen more teams have been established, and Patrolman Simmers visualizes a city-wide organization in the near future, with leagues in every police precinct.

"More and more, understanding managers of bowling alleys are expressing their willingness to cooperate in the project," he explains. "I look upon the bargain plan as an investment in the future, and juvenile crime prevention officers feel the same about it. It is as beneficial to bowling as it is to the boys themselves.

"From the very beginning there always has been a fine turn-out of regulars and their many friends. From time to time we provide instruction by experts in correct bowling technique. When I started to bowl, boys didn't have such advantages. At that time we learned by the trial and error method—the hard way. That's why it's such a fine thing to have authorities talk to the boys informally nowadays. They thus learn to play with great finesse and develop an interest and skill that will be carried into maturity and used when they participate in adult leagues."

As one watches the eagerness and enthusiasm of these teen-age bowlers it is surprising to observe to what huge and beneficial proportions a simple idea can develop. When Patrolman Simmers first conceived his cut-rate plan he devoted his spare moments to getting in touch with every church, school, club and civic organization in his precinct. Favorable reaction was immediate and cooperation promised; the response equally enthusiastic among the neighborhood youngsters. Today you will find Patrolman Simmers and several of his fellow officers at some bowling alley in the district every Saturday morning, interested spectators in the play of the various teams.



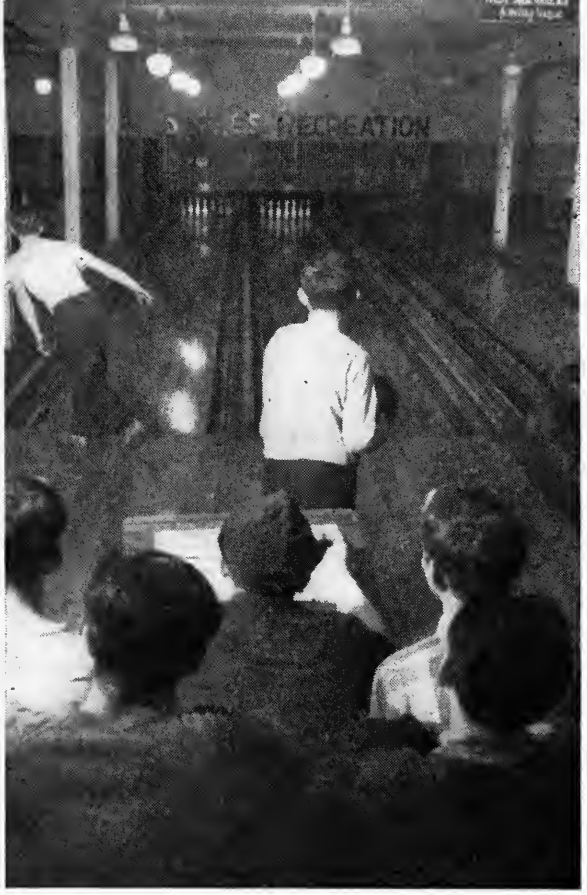
Instruction by experts corrects youngsters' technique. This boy knows he must "mark" for his team to win.

"The idea has developed beyond my wildest dream," he comments. "Now I give only three hours a week to my hobby, but every moment devoted to it so far has brought adequate compensation. What we're doing in our precinct can be duplicated anywhere throughout the nation."

Aside from the personal gratification for high-score achievement, there are other awards for the many teams, which are greatly appreciated by the boys. Last year, the first bowling alley proprietor to agree to the reduced rate plan entertained, as his guests, all of the boys of sixteen teams at a Detroit Tigers' baseball game. Labor unions donate many of the trophies and T-shirts worn by the boys. This year Patrolman Simmers planned to hold competitive games among the winning teams. He himself offers a team trophy and individual trophies to the winners of the best teen-age group in the city.

Some of his "boys" come from the better homes of the district; some are from dead-end streets and had been a problem for juvenile courts. However, to him and the other officers of his station they are just plain boys. Each man has learned from everyday duty that no normal boy is really bad if he is given an opportunity in a sympathetic, understanding atmosphere. The names of these so-called delinquent members of the teams are known only to the officers. To them and the other boys they are all members of the same gang.

In this connection Mr. Simmers cites another very satisfactory reaction to his plan. "Aside from the wholesome enjoyment of the sport, and the lasting friendships formed among the boys of the various teams, there is the knowledge that our boys do not look upon us as cops or as enemies. They have come to regard us as their friends and seek advice freely. Often their problem may seem



Patrolman Simmers' cut-rate bowling plan found enthusiastic response; is relieving delinquency problems.

difficult. But after we have talked things over, we soon get it solved to their entire satisfaction. In this way they gain a new respect for the law and at the same time their self-confidence is restored."

So it would seem that, judged from any angle, the bargain-rate bowling idea truly is an investment in the future.

Salute to Recreation

EACH SATURDAY, OVER a coast-to-coast radio network, Red Barber's "Clubhouse of the Air" salutes a recreation organization and awards it a certificate of good citizenship and a one hundred dollar check. Selection is made by employees of affiliated stations of the Columbia Broadcasting System who suggest their outstanding neighborhood clubs, leagues, departments and the like, which include sports as part of their activities and offer youngsters the best recreational opportunities.

"Clubhouse of the Air," inaugurated May 8, 1948, emphasizes the value of good sportsmanship and citizenship, and attempts to call attention to the field of youth recreation. The half-hour program also features quiz shows for boys and girls and prominent sports figures as guests.

Rural Recreation

A challenge for rural teachers, this also carries a message for recreation workers.*

David J. DuBois

TWO YEARS AGO, in March, I was discharged from the Army. Too late to enter the winter semester at graduate school and too weary from three years of military existence to offer a valid brief of objections, I quietly agreed to my wife's proposal that we spend the interceding months before the beginning of the fall term "taking it easy" on her father's ranch in the northeastern part of Colorado.

City-born and raised, I uttered only a grumpy sigh of regret at the thought of primitive plumbing and no electricity. Military life with its slit trenches, saddle trenches, and a variety of other down-to-earth experiences had left me with a considerable amount of pride in my ability to take it.

Like thousands of other apartment dwelling, street car-riding, city adapted individuals transplanted to the country, I became thoroughly sold on life in rural areas. In the five short months I fed calves, branded steers, drove a tractor, scooped grain, and took my baths in a wash tub, I came to appreciate the pleasures and the hardships of farm and rural people. Some day my wife and I will transfer our growing brood of youngsters to at least five acres, and preferably five hundred, where real personal growth and satisfaction is a greater possibility.

When we do make that move to our ranch or farm, I hope for our sake and the sake of hundreds of thousands like us in Colorado and in every state in the Union, for that matter, that the teachers in the rural areas have done something to see that one of the greatest unanswered needs of rural people is more nearly met. That need is for recreation, the kind of recreation which enables people to get together with their neighbors to have a good time—to do those things together that give the participants a feeling of having shared a worthwhile experience.

Recreation Needed for All

This kind of recreation is needed as badly for the adults as for the youngsters. Members of the rural family fare much better than their brothers in the city as far as outdoor recreation is concerned. But only the very exceptional rural community so far has provided any kind of opportunity for the young people, the adults, and the families to gather on a community basis to dance, play games, talk and visit, share hobbies and craft activities, sing, participate in drama activities, improve and share their knowledge of nature, and participate in group athletic events.

Today, in most rural areas, recreation means getting in the car and traveling ten to fifty miles away to the nearest movie or dance hall, the big rodeo or Fourth of July celebration. Because many of the young people and the adults have never known what it means to enjoy community gatherings, to meet their neighbors for evenings of folk dances, games, parties, hobbies, and handcrafts, drinking assumes an importance far beyond what it does in urban areas. Liquor far too often becomes the substitute for the social activities which normally bring people together in friendship.

Stop for a moment and consider the social life of the people in your own rural community. Put the commercial amusements, the dancing for the sake of drinking, on the debit side. Add to the credit side the 4-H Clubs, the work of the Extension Service, the occasional PTA meeting, a school party or two and you have the sum total of rural recreation in most localities today.

A recreational accountant, if there were such a person, would balance most rural recreational ledgers with red ink. Certainly educators who have talked for years of the well-rounded personality, the good life, education for living, and functional education must realize, and I'm sure that most of them do, that the absence of a genuine recreation program fitted to the needs of rural areas constitutes a rather serious deficit in the life of rural families.

What I'm saying here should be nothing new to most rural teachers. You can no doubt provide documentation for this thesis from your own personal experience. Perhaps you are acquainted with the findings of the National Conference on Prevention and Control of Juvenile Delinquency called by the Attorney General of the United States in November of last year. It was estimated that sixty per cent of the juvenile delinquents came from rural areas. The conferees agreed that: The youthful migrant to the city, faced with new adjustments to make, may not have received in his rural life quite the training and experience needed

* Reprinted from *The Colorado School Journal.*

to successfully adjust to urban conditions.

That lack of training, the Conference reported, was primarily in the natural association with neighbors and friends in shared social experiences. The Conference deplored the inadequate opportunities for social participation with friends, and too much leisure with no good way of spending it or not knowing how to do so.

Recent investigations have added to the accumulated evidence that mental health in rural areas is becoming a growing problem, that the ability of rural youth to adapt to the armed services, to large schools, and to urban life is less than that of their urban brothers and sisters. There can be little question but that the absence of planned social recreation is one of the big reasons for these unfortunate developments.

I am deeply concerned in the development of rural recreation as a citizen who accepts the responsibility that all gains and all losses of society are shared equally by all members of that society. As rural teachers you have an equal interest. You are members of a rural community. You are members of a profession whose objective is the development of the whole individual, the responsible member of society, the well-rounded individual.

As rural teachers you are in a better position than anyone else in your community to promote the development of rural recreation. In most cases your school building is the only suitable location for a recreation center. Your school board is in many cases the only governmental body in the community. You are frequently the only person in the community equipped by training to organize and administer any kind of a recreation program.

This does not mean that I am suggesting that you take on all the duties of a trained recreation specialist. I do not mean that in addition to teaching a full day of classes you should also lead a community drama group, teach social dancing, folk dancing, and choral groups.

One of the 4-H activities of Florence County, South Carolina. An outdoor roast sponsored by the Kiwanis.

You Take the Lead

What I am proposing is that you take the lead in making your school building the center for recreational activities in your community. School buildings, after all, belong to *all* of the people, not just the children, and not just during the school hours. In some rural communities during the winter months recreational activities could be carried on five nights a week. Practically every community could provide folk dances, dramatics activities, teen-age dances, or handcrafts at least two nights a week.

There is no end to the different kinds of recreation that a community could organize during the long winter months when farm work is slack. Movies could be obtained free or at a nominal cost from a number of different sources. Agricultural specialists could be brought in for evening meetings to lead discussions on the latest development in farming methods and techniques. Phonograph records of good music could be bought, rented, or borrowed from a number of sources for evenings of music enjoyment. Any community will have people with some skills in dramatics, handcrafts, dancing, singing, and nature study. Most of these people would be eager to volunteer their services as instructors and leaders.

Educate the Community

The big problem is the original one of educating the school board, the adults and young people of the community to the needs, the possibilities, and the methods of conducting a recreational program. School boards are often reluctant to appropriate the necessary funds for electricity and coal to keep the building open. There is the fear of property damage and rowdiness. But the difficulties are insignificant in comparison with ends to be achieved.

You can get valuable advice from the State Extension Service, your County Agricultural Agent, and the National Recreation Association. This last organization publishes a pamphlet on "Rural Recreation" (price 75c) which is invaluable. Write to them at 315 Fourth Avenue, New York 10, New York.

But in the last analysis, the success of a recreation program will depend upon your interest and your ability to stimulate and organize your community. Yours is a moral obligation as a teacher and as an effective member of your community.

"The polio epidemic was something unexpected in our vicinity . . ."

Let Radio Sell Your Program

Mrs. Robert T. Whitaker

"NO MASS ACTIVITIES for boys and girls sixteen years and under" was the polio cry of 1948. This epidemic was something unexpected and most disturbing in the vicinity of Durham, North Carolina. The recreation department closed all playgrounds, stopped all softball leagues, deferred opening of the day camps, closed all swimming pools, closed all youth centers, and began to scamper into old files to find ideas for home play. Newspaper articles were published each day, a home play bureau was set up in a recreation office, and spot radio announcements told the children that we would soon try a program over the air.

Radio turned out to be our best answer in this emergency. Through this means we could have small groups from the same neighborhood participate. The five local stations were all anxious to broadcast our shows and help in any capacity. A radio coordinator was hired by the department, and each playground leader was given an opportunity to try his hand at two shows. Most all of the leaders accepted—so we were off to a start on a schedule involving the production of ten shows a week. The city armory served as an auditioning station, each group rehearsing at different times. A format was decided upon, opening and closing scripts written, and a theme song selected to give all programs the same identity.

The first week of shows followed the idea of home play. Games were taught over the air and suggestions given for easy games to make at home. Carryover values of playground activities were brought to light; arts and crafts instruction was given for simple projects; family nights were encouraged; storytelling revived; lists of books for the various age levels were suggested; hobbies for children were explained by individuals; and novelty ideas for home parties were offered.

The second week featured dramatics. The Durham Theater Guild volunteered their services and plays were revised for radio presentation. Members of the Guild coached individuals and worked jointly with the children in productions. Local adults also became enthusiastic and offered their services for other plays. Radio stations helped the directors with sound effects and made suggestions for the scripts. In fact, everyone became radio conscious and the whole town was buzzing over the five local stations. The boys and girls who actually participated expressed their sincere thanks for an opportunity to be on the broadcasts, and numbers of them have asked for further radio experience.

The third week centered on talent. During this period the teen-agers were in the spotlight. New talent was discovered, and the radio stations made lists of the abilities of the young people for future reference.

The recreation department had recordings made of the best shows. All stations put the shows on tape whenever possible in order to give each performer an opportunity to hear a playback of his own voice. This was a real treat for the youngsters, some hearing themselves for the first time.

The only means that the department had of knowing how many citizens the programs were reaching was through the calls coming in to the recreation office for other games and suggestions. A number of these calls were answered. Citizens requested that we continue talent and dramatic shows this fall, so plans are being made in that direction.

I am passing this information along to other recreation leaders because I feel that every recreation department should sell its goods over the air. It is excellent training for the performers, an effective way of reaching everybody, and helpful in establishing friendly working relationships with the organizations in your city. Prizes are not necessary for motivation; the fun and enjoyment are the keys. A number of departments have done some radio work, but they have followed a single pattern. Now is the time to branch out and try your hand at types of programs other than those of "talent" shows, or of junior sports announcers. The possibilities of radio are unlimited, and once in the field it becomes fascinating.

Recreation should be kept constantly before the public so that they will think and talk in terms of recreation—certainly radio is a live means of accomplishing this end.

Recreation News

In Memoriam

The little playground in the 2400 block on North Alder Street was rededicated on June 26th as the Jeanne H. Barnes Memorial Playground. The ceremony began with a parade, led by the band of the American Woodmen Junior League, with the Girl Scouts as color guard. The rededication was attended by Miss Margaret Barnes, sister of Jeanne, citizens of the community, and a large number of the boys and girls who use this popular playground.

Dedication to a Leader

On August 17 of this year, the Colonel Ernest G. Smith Memorial Playground and Wading Pool was presented by Charles Weissman to the City of Wilkes-Barre, Pennsylvania. Colonel Smith, who died December 27, 1945, had been one of the city's leading citizens; editor of the *Times-Leader* newspaper; and founder, as well as president, of the Wyoming Valley Playground and Recreation Association.

Position with U.N.

Carl H. Milam, who served for nearly thirty years as Executive Secretary of the American Library Association, has taken a position as director of the United Nations Libraries. Leaders in the National Recreation Association have worked closely with Mr. Milam and have had an opportunity to see how much his wise, patient, statesmanlike leadership in the American Library Association has meant to the United States.

New Library Officer

John Mackenzie Cory on September first assumed the office of Executive Secretary of the American Library Association. Mr. Cory has been Associate Librarian at the University of California; Director of Libraries at the University of Alabama; Senior Library Specialist for the U. S. Office of Education; and Chief of the Library Liaison Unit for the Office of War Information.

For a great many years the American Library Association and the National Recreation Association have worked in close cooperation.

Federal Surplus Property Available

Public Law Number 616, Eightieth Congress, approved June 10, 1948, amends Section 13 of the Surplus Property Act of 1944 "to provide for the disposition of surplus real property to states, political subdivisions, and municipalities for use, as public parks, recreational areas and historic monument sites." Sites for use as parks or recreational areas may be conveyed at fifty per cent of fair value.

The National Park Service has completed arrangements with the War Assets Administration to act as liaison agency between state park authorities and the War Assets Administration.

Other governmental authorities, including local governments, should apply directly to the Regional Office of the War Assets Administration for acquisition of real property coming within the scope of this act. After February 28, 1949, however, applications should be made to the Reconstruction Finance Corporation, as this responsibility will be transferred to the RFC at that time.

Question of Unification

Youth Leaders Digest in its 1948 summer issue has an article, "Shall the American Recreation Society Amalgamate with the American Institute of Park Executives?" The editor of *Youth Leaders Digest* had written to over 125 selected leaders to secure their confidential reactions with reference to the suggested amalgamation and also had talked with many individuals personally. The results of the correspondence and the conferences are recorded, and the editor has also printed quite a number of letters pro and con.

Recreation Suggestion Box

PROGRAM PLANNING

October Calendar

1. Plan a safe and sane Halloween celebration. Why not have the schools, churches, P.T.A.'s, mothers' clubs, ex-servicemen's organizations, and even the police and firemen in your city, hold and conduct neighborhood parties on Halloween? The recreation department can help plan the program of games and stunts. In small communities a town parade or one party at a central place will be successful. However, in larger communities, smaller neighborhood parties will prove to be more satisfactory. (See pages 300 to 303, in this issue of RECREATION magazine.)

2. Begin now to plan a celebration for Children's Book Week, November 14 to 20. Program suggestions, advice on how to conduct a Book Fair, posters, display captions, selected book lists for boys and girls, and other material available free, or at low cost, from the *Children's Book Council,* 62 West 45th Street, New York 19, New York.

3. Confer with the superintendent of schools regarding school facilities that may be available for recreation use this winter.

4. Make preparations for artificial skating rinks in October, before the first frost.

5. Start the organization of your basketball leagues—sending out requests for permission to use the number of gymnasiums necessary for games and practice.

6. Plan special celebrations in observance of United Nations Day, October 24—the third anniversary of the date on which the international organization for peace was brought into being.

TIPS ON ICE SKATING AREAS

SITE—The rink should be level and located as near as possible to a two-inch water supply, at least. A three-inch fire hydrant is preferred. The soil should be loam or clay. Do not try to flood a sand or gravel area. Areas should be flooded when the ground is sufficiently frozen to retain the water and during below-freezing weather. Do not try to have a rink over a sewer or central heat line because, after a while, the heat will thaw any frost or ice in the ground above it.

CONSTRUCTION AND FLOODING—If you do not have a natural pond, lake, sunken area, or a surfaced area with curbs, the easiest way to construct a skating rink is to plow a deep furrow all around the area to be flooded. Throw the plowed dirt in a bank on the *inside of the furrow.* The ditch left outside the bank will catch any seepage from the rink. Tamp the bank, and when the ground is sufficiently frozen, spray and freeze it thoroughly. Flood the area lightly, about one inch of water at a time, until four to six inches of solid ice are built up. If solid ice is obtained, it will remain most of the season in spite of thaws.

CAUTION—DO NOT FLOOD TOO SOON. If the ground is not sufficiently frozen, the water will seep away, leaving "shell ice" which must be dug out before reflooding.

DO NOT PUT IN TOO MUCH WATER AT ONE TIME. For the first flooding do not try more than one inch of water, even if the area is not entirely covered. Water seeks its own level, and subsequent floodings will cover the entire area. Allow each flooding to freeze solidly before giving it another flooding.

DO NOT TRY TO FLOOD OVER SNOW, or soft "snow ice" will result. Snow and all ice cut by the skaters must be removed or brushed off before reflooding.

DO NOT TRY TO BUILD A BANK OF SNOW, ASHES OR REFUSE. Banks of this type will be most likely to wash out in a thaw.

Minnie Wagner

On July 24, 1948, Minnie Wagner, known throughout Memphis, Tennessee, as "the playground lady," died after a lifetime of service and devotion to the children of her city.

Minnie Wagner became Superintendent of the Parks Recreation Department of Memphis in 1927, but she had served on the playgrounds since 1915. In 1947 she retired, becoming superintendent emeritus.*

Leaders from many other cities came to see her work and did not go away disappointed. Always there was a quality of imagination, of creativeness, of youth participating, of newness, of something different. She was a miracle-worker on the playground because she loved the children, gave herself so completely to them, made herself one with them.

Among the many means of providing byways for adventure, discarded airplanes, firmly anchored on the playgrounds, gave children an opportunity, in imagination, to fly to distant parts of the earth.

The Memphis Press-Scimitar wrote of her: "To the hundreds—yes, thousands—of Memphis children, it always seemed that Miss Minnie had a magic wand and a magic carpet. With her wand, she could touch the most drab playground and make it flame with color and sparkle with precious jewels, a land of enchantment.

"Gingham dresses and blue jeans turned to silks and satins, purple velvet and ermine, damask and cloths of gold. And away everybody flew on the magic carpet to a thousand places that ordinary mortals can never visit—the land of make-believe and of Never-Never, of Winnie the Pooh and the Wizard of Oz."

Miss Minnie believed with Robert Louis Stevenson:

"Happy hearts and happy faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages."

Miss Minnie Wagner "in conference," devising means of bringing happy adventures to children on Memphis playgrounds.

*The October 1946 issue of Recreation carried a five page article on the work being done on the Memphis playgrounds under the leadership of Minnie Wagner.

REMINDER

(Courtesy Mother Nature)

THE TURN OF SUMMER into fall is Nature's most poignant reminder of another year gone by.

It's a reminder that should make you think, seriously, that you yourself are a year closer to the autumn of your own particular life.

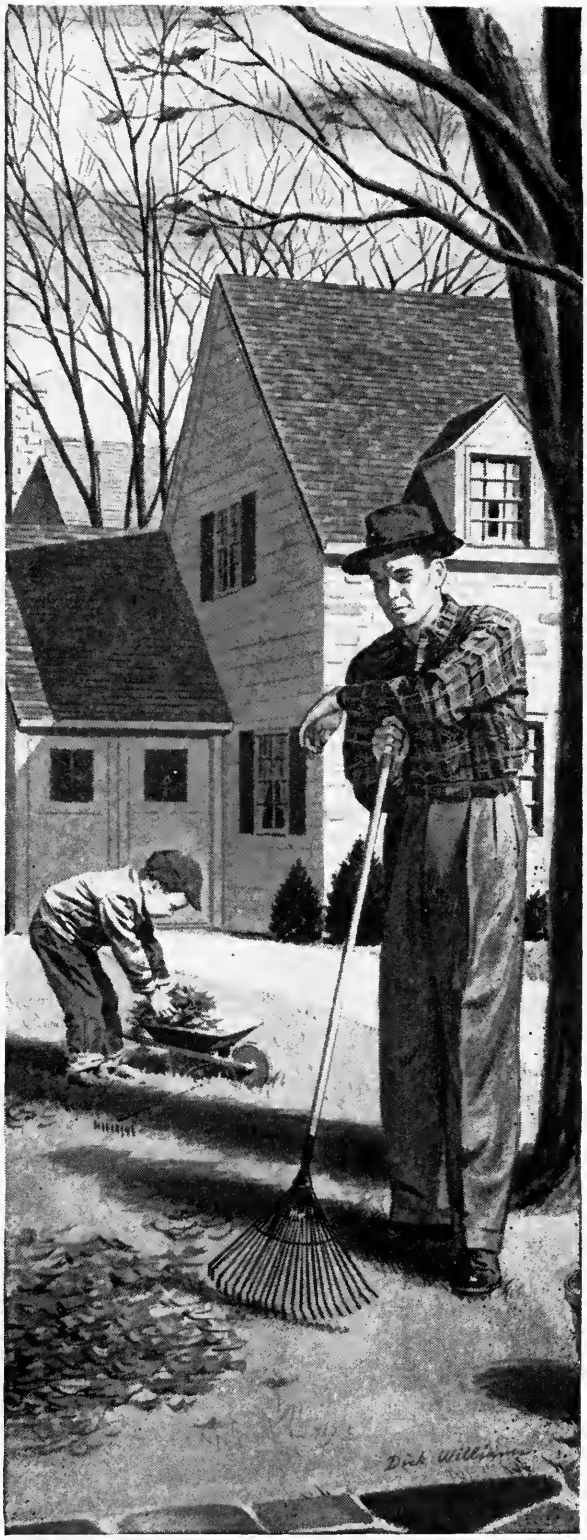
What steps have you taken . . . what plan do you have . . . for comfort and security in those later years?

You *can* have a very definite plan —one that's automatic and *sure*.

If you're on a payroll, sign up to buy U. S. Savings Bonds on the Payroll Plan, through regular deductions from your wages or salary.

If you're not on a payroll but have a bank account, get in on the Bond-A-Month Plan for buying Bonds through regular charges to your checking account.

Do this . . . stick to it . . . and every fall will find you richer by even more than you've set aside. For your safe, sure investment in U. S. Savings will pay you back—in ten years—$100 for every $75 you've put in.



AUTOMATIC SAVING IS SURE SAVING—

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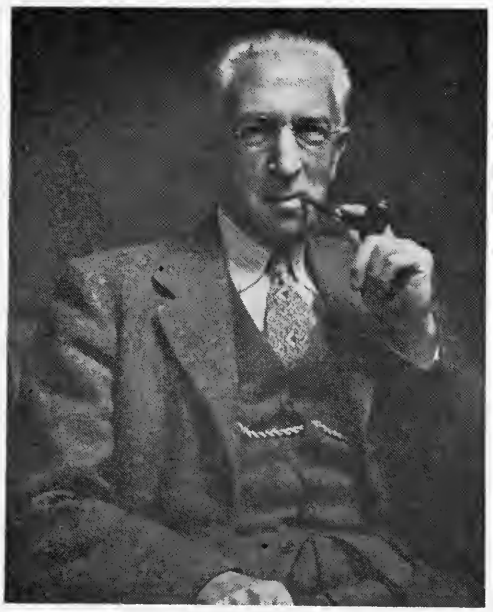
In the Field . . .
John W. Faust



TWENTY-FIVE YEARS ago last June, a tall young man gave up the general secretaryship of Associated Charities in Pittsburgh, and came to New York to join the staff of the National Recreation Association. This was the genial, blue-eyed John W. Faust, who still retains his youthful enthusiasm, and who is now such a comfortably familiar figure among all those with whom he has worked, both at headquarters and in the field.

It might be interesting here to note that the two attributes common to really successful recreation workers—those attributes which seem to act as deciding factors in drawing them into the recreation field—are: a truly sincere love of people; and a desire to be of service to their fellow human beings. John Faust is no exception, and these factors always have influenced his decisions at the turning points of his life.

For instance—although before leaving Pittsburgh he had been offered a more financially remunerative job with Community Chests, he preferred to eschew the more attractive salary, and the prospect of working with funds, in favor of the opportunity to work directly with people.

Actually his first step in this direction had been made when, upon graduation from Union College in Schenectady, New York, he matriculated as a student at Johns Hopkins Medical School. After two years there, however, he was forced to take an eye-furlough from his studies. Having had a taste of social casework medicine, it was most natural that he should offer his services to the Associated Charities in Baltimore. It filled his requirements of life—to "justify the space one occupies." In 1913, Howard Braucher of the National Recreation Association became familiar with his work and wrote him suggesting that, at anytime he might be interested, there would be a place for him in the National Recreation Association.

After Baltimore, Mr. Faust joined the staff of social agencies in Washington, D. C. In 1916, he became General Secretary of the Associated Charities in the Oranges and Maplewood, New Jersey. Later he was given leave from that area to serve with the Red Cross, when that organization asked for seven men to work out techniques for care of soldiers' families for Red Cross chapters in that many states. He continued working with the Red Cross, becoming associate manager of the Penn-Delaware Division until it combined with the Atlantic Division, at which time he became Assistant Manager. When the division closed he went to Pittsburgh as General Secretary of the Associated Charities. While there, he organized Pittsburgh's first Council of Social Agencies.

His last move, from the social casework field in Pittsburgh to the National Recreation Association, he explains as follows: "Families kept coming back to us who, actually, were just above the dependency line. However, there was no one else to whom they wanted to turn for advice. I felt that instead of advising them, why not be working with one of the organizations who were fulfilling such non-relief needs? Why stand on shore and salvage when one could be directing to safe channels from a lightship, out where things were happening?"

John Faust attended the N.R.A. School in Chicago; and, along with Jimmy Rogers, was among the first to be loaned to the Federal Security Agency to organize recreation work. He served as eastern field representative in North Carolina and as regional director in Pennsylvania, Delaware, and New Jersey. One of his jobs as an N.R.A. staff member, of which he is understandably proud, is his service, as recreation chairman, from 1925 to 1946, on the board of the National Congress of Parents and Teachers.

To hear J. W. Faust talk enthusiastically about his work, one would never guess that, in order to do the required traveling, he had found it necessary to give up an avocational interest which had meant a great deal to him. That interest was *sing-*

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ing. Upon his graduation from college, he also was graduated from the Schenectady Conservatory of Music and, while in medical school, he studied at Peabody on a special scholarship in voice. Until eight years ago, he did professional singing in church and oratorio groups. His last fling in this direction covered a period of eight years, when he was an active member of the Orpheus Club in Newark, New Jersey.

However, an interest even dearer to his heart is one which has been heightened by the fact that he is the father of four girls and two boys—today all grown and married. (Says he, "We are now at the dividend stage.") This is the fun that he gets out of associating with young people—boys and girls in the sixteen to twenty-five year age group for "their ideals are not yet tarnished; they still can see the Grail—and the moonlight. They renew the spirit." He feels that adults so often fail to discover these young adults, to walk gently among them. Instead, such adults—who knew Johnnie at six, and at ten—are so busy thinking of him as a child, that they fail to see the young adult emerging.

About eighteen or twenty years ago, Mr. Faust was asked by a minister to see what he could do with the youth in his church. It is not surprising that he was unusually successful in working with the chief trouble-makers. He had learned from his own parents that the most potent tool in dealing with youth is to "love them through." The Youth Council, which he helped this group to form, became a force for good in the church.

Through experience Mr. Faust has learned that "if one works with them, with humility, 'militant affection'—which enables one to kindly and affectionately admonish — and with a belief in their aspirations, one can get anywhere." He is particularly proud of the fact that, although a grey-haired Associate Superintendent of the Sunday School, he was elected by these same young people as advisor of their youth council for the next eight years. Two years ago they elected him as their representative on the Religious Education Council.

Foremost of all, as no doubt has been gathered from the foregoing, John W. Faust is a family man—a person whose first interest is in the home, his own home and other people's homes. In his community work he has done much to help people understand the importance of the home as the center of living, and to help them relate this understanding to the importance of community recreation.

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By Lottie Ellsworth Coit
and Ruth Bampton

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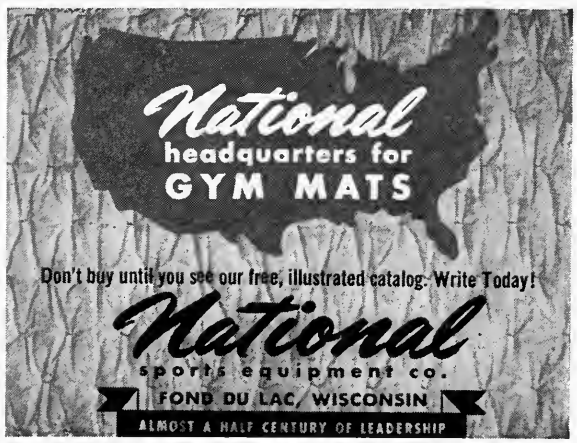

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An Intellectual Heritage

Morris Kellerman

BACK IN THE days when men first began to try to record their thoughts on the walls of caves, writing was such a painstaking job that reading was not cultivated to any extent. At a later date, the Chinese made the first wood blocks from which printing was done. The Egyptians followed with a system of hieroglyphics, which were cut into stone and used architecturally and decoratively.

In the more advanced countries, monks and priests became the writers, recorders and librarians of their time. But one day in the year 1454, in Mainz, Germany, modern printing was born and the world's first and most lasting best seller—the *Bible*—began to roll off the presses. The world-at-large got its chance to go to school, and to enjoy reading, at long last.

Cradled in a democratic tradition, America took the challenge of mass education literally. New England pioneer communities counted public libraries as necessities long before they worried about the city water supply. The chain of missions which were strung from the Gulf of Mexico to the California coast were educational outposts in the wilderness—the public libraries of the prairies.

Reading soon became more than a formal school habit; and the invention of the electric light helped the cause along, too. But "ye goode olde American enterprise" was not satisfied with public libraries for only half the people, or with trying to sell books to people who could not afford to buy them. And so was born the commercial lending library. Books started rolling out over the country roads, down the main streets of America, and for three or five cents a day you could read all you wanted.

Today, the library idea is reaching the farthest limits of expansion. Lending libraries are being installed in offices and industrial plants, where large masses of workers can avail themselves of library services without any cost to them. Recreation committees are now adding libraries to their equipment for use in programs. Books are being placed in trucks and driven to playgrounds, housing projects, rural areas.

A library unit is a worthwhile educational project, creating a tremendous amount of good-will, and at a negligible cost. Books offer a splendid opportunity to bring leisure time enjoyment, information and the "intellectual heritage of the ages" to everyone.

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

School Activities, April 1948
- An Arbor Day Program, Gretchen C. Trumpp.
- Are Your Dances Organized?, Maynard B. Henry.

Beach and Pool, April 1948
- Modern Methods of Pool Sanitation, Fred A. Spongberg.
- How to Use a Modern Water Analyzer for Chemical Control Tests, F. R. McCrumb.
- Planning the Camp Waterfront Program, Anne Bronkhorst.

Journal of Health and Physical Education, April 1948
- Safety at the Camp Waterfront, Betty Spears.
- Better Riding, A Rating Plan for Instructors, Harriet H. Rogers.
- Sports and Physical Education in France, Georges Belbenoit.

Parents Magazine, May 1948
- Fishermen Are Made, Not Born, Carmen Stone Allen.
- Give Your Child Music, James L. Mursell.

Camping Magazine, April 1948
- How Good Is Your Riding Program?, Albert I. Drachman.
- What Parents Expect from Camp, Bradford M. Bentley.
- Publishing a Camp Paper, David L. R. Jeffreys.
- Setting the Campcraft Stage, Catherine T. Hammett.
- The Camp Age, Dr. Ernest Harms.

The Crippled Child, April 1948
- The Trend in Camping, Thelma Patterson.

Parks and Recreation, May 1948
- For Youth and Man—Park Casting Pool, John E. Casstevens.
- Safer Places to Play a Detroit Objective, J. J. Considine.
- The Maintenance Mart.

The Nation's Schools, April 1948
- Improvements for Leisure Time Activities Suggested by Junior High School Groups, Esther M. Andersen.

Recreation Facilities and Negro-White Relations in Philadelphia, Bureau of Municipal Research, Philadelphia, Pennsylvania, December 1947.

The Group Living of Children, Citizens' Committee on Children of New York City, Incorporated, 136 East 57th Street, New York 22, New York.

Cities and Riverfront Lands, York, Willbern. Bureau of Public Administration, University of Alabama.

Proceedings of the Second Annual Great Lakes Park Training Institute, held at Pokagon State Park, Angola, Indiana, February 23 to 27, 1948. May be obtained from Garrett G. Eppley, Chairman, Department of Recreation, Indiana University, Bloomington, Indiana. Price $2.00.

Sports and Recreation Facilities, Stewart G. Case and O. T. Trenary. Extension Service, Colorado A. and M. College, Fort Collins, Colorado. Price $.25.

Think on These Things, June Purcell Guild. Some Black-White Problems as Seen by a Group of Negro Southerners. Schauer Publishing Company, Santa Barbara, California. Price $1.00.

Christmas in Latin America. Pan-American Union, Washington, D. C. Price $.10.

Good Education for Young Children, Revised Edition. New York State Council for Early Childhood Education, Box 98, Queens College, Flushing, New York. Price $.60 single copies; $.25 lots of 100 copies.

Soccer. United States Soccer Football Association. 320 Fifth Avenue, New York 1, New York. Price $25.

Story Parade. A monthly magazine for boys and girls. Send your order to Story Parade, Poughkeepsie, New York. Price $.25 an issue; $3.00 for one year subscription.

Community Organization, It's Nature and Setting. American Association of Social Workers, 130 East 22nd Street, New York 10, New York. Price $.25.

Leadership for Horizon Club. Prepared by the Program Department of the Camp Fire Girls, Incorporated, 16 East 48th Street, New York 17, New York. Price $.35.

1948 Official Softball Rules. Write to Hillerich and Bradsby Company, Louisville, Kentucky.

Beach and Pool, May 1948
- Considerations in Designing an Outdoor Swimming Pool, Hugh M. McClure.
- Planning the Camp Waterfront Program, Part II, Anne Bronkhorst.

Architectural Record, June 1948
- Planning the Church Community Center, Elbert M. Conover.

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JAMES FORD BELL—Business leader; committee chairman, finance and technological progress, General Mills, Minneapolis, Minn. Article on page 398.

JOSEPH BRISLIN—Director of Recreation Department, Barre, Vermont. Article on page 302.

DAVID J. DUBOIS—Program and Training Advisor, Parks and Playgrounds Department, Seattle, Washington. Article on page 320.

WADE HAWKINS—Superintendent of Recreation, Reading, Pennsylvania. Article on page 295.

JOHN HIGGINS—Member of Board of Park Trustees, Elkhart, Indiana. Article on page 300.

MORRIS KELLERMAN—President of American Lending Library. Article on page 302.

NATHAN MALLISON—Director of Recreation, Jacksonville, Florida. Article on page 302.

ROSE D. MEYER—Associate Editor of *Outwitting Handicaps*. Article on page 318.

ROBERT MOSES—Chairman, New York State Council of Parks. Article on page 306.

BETTY REDWINE—Teen-age recreation leader, Jefferson County, Kentucky. Article on page 304.

MRS. ROBERT T. WHITAKER—Director, Women's and Girls' Activities, Recreation Department, Durham, North Carolina. Article on page 322.

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- **A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education**

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P. S. You will also be interested in the official souvenir of the XIV Olympiad. 196 pages in color on history and descriptions of past and present Games. $1.10.

New Publications

Covering the Leisure Time Field

How Girls Grow

By Frances P. Arnold, Margaret B. Ferreira and Doris V. Wilson. Published by the Girls' Friendly Society, U.S.A., 386 Fourth Avenue, New York. $.50.

THESE PAMPHLETS ARE designed to help the leaders of girls' clubs develop a program which enables the girls to work over their own problems and to arrive at a better understanding of themselves and the world around them. This is done through creative dramatics, a means of expressing one's own thoughts and feelings through actions and words. It is a creative experience which the leader shares with her group. The suggestions for these activities are simple enough to be adopted by leaders with little or no training in dramatics, and can do much to help vitalize their program.

How Girls Grow is issued in two forms: one for juniors from seven to fourteen years of age, and one for teen-agers; so when ordering, specify your age group.

Beginner's Guide to Wild Flowers

Ethel Hinckley Hausman. G. P. Putnam's Sons, New York. $3.50.

AT LONG LAST, here's a book for those of us who don't know botany, or botanical names, but would like to learn the names of the flowers we find in the woods and on the roadsides. The book is divided into five sections, based only on the color of the flower—white or whitish, yellow or orange, pink or red, blue or violet, green or brown. Just turn to the proper section, look over the line drawings of flower, leaves and stem—and there you are! Mrs. Hausman not only makes it easy to find the flower, but also gives a full description of it, its habitat, season, and its botanical name.

The illustrations, three on a page, are all clear, and in black and white. The author suggests that we color them as we identify a flower, and the book is printed on paper that will accept such coloring. The book also contains an excellent index, with markings to indicate which flower should be picked sparingly or not at all. It is a "must" for everybody, young or old, who loves flowers and would like to know them better.

Camp Site Development

By Julian Harris Salomon. Published by the Girl Scouts of the U.S.A., New York. $4.00.

THIS BOOK MEETS the need for a practical guide to the planning and construction of a children's camp. In addition to a consideration of the basic factors in preparing camp site plans, it deals with such essential subjects as water supply, sewage disposal, roads, electric lines, camp buildings, swimming pools, docks, and other aquatic facilities. Its fifty-three, full-page, large-scale plates clearly illustrate construction details for a wide variety of structures and facilities. Mr. Salomon, an authority on camp planning and administration, has summarized in this volume, useful, practical, up-to-date information that should be of interest and of value to all concerned with the field of camping.

Where To Get What

Edited by Toni. Published by Penland School of Handicrafts, Penland, North Carolina. $.25.

ARE YOU OFTEN confused by the many catalogues and books on handcraft and craft supplies? This directory, in the revised and enlarged 1948 edition, is a sage and accurate guide.

Recreation Training Institutes

Corrected Schedule for October and November 1948

HELEN DAUNCEY Social Recreation	Dallas, Texas October 4-8	Mrs. Margaret Cone, Dallas Housing Authority, 2525 Lucas Drive, Dallas, Texas
	Lawton, Oklahoma October 11-15	Mrs. Edward Worthen, 1330 Ash Street, Lawton, Oklahoma
	Texarkana, Texas October 18-22	Mrs. Alice White, Manager, East Hooks Courts, Hooks, Texas
	Chattanooga, Tennessee November 1-5	J. Edward Hargraves, Director, Public Utilities, Grounds and Buildings, Chattanooga, Tennessee
	Oak Ridge, Tennessee November 8-12	T. R. Jarrell, Director of Recreation, Oak Ridge, Tennessee
	Wilmette, Illinois November 15-19	Russell Perry, Superintendent, Recreation Board, 726 Ridge Road, Wilmette, Illinois
	St. Louis, Missouri November 29-December 3	A. H. Wyman, Executive Director, Park and Playground Association, 613 Locust Street, St. Louis
RUTH EHLERS Social Recreation	Maryland October 11-15	Miss Ethel E. Sammis, State Department of Education, Lexington Building, Baltimore, Maryland
	Martinsburg, West Virginia November 1-2	Mrs. Charles Rehfuss, Field Director, American Red Cross
	Prince Frederick, Maryland November 8-12	H. R. Hughes, Superintendent of Education, Calvert County
	La Plata, Maryland	F. Bernard Gwynn, Superintendent of Education, Charles County
ANNE LIVINGSTON Social Recreation	Wichita, Kansas October 4-8	Mrs. Elizabeth Flautt, 3801 Ross Parkway, Wichita, Kansas
	Clovis, New Mexico October 11-15	Ian D. Mactavish, P. O. Box 589, Clovis, New Mexico
	El Paso, Texas October 25-29	Ernest F. Craigo, Superintendent of Recreation
	San Antonio, Texas November 1-5	Miss Lou Hamilton, Director of Recreation
	Corpus Christi, Texas November 8-12	W. P. Witt, Superintendent of Recreation
	Oklahoma City, Oklahoma November 15-19	Alvin Eggeling, Superintendent of Recreation
	Wichita Falls, Texas November 29-December 5	Mrs. Henry W. Barton, 2002 Garfield Avenue
FRANK STAPLES Arts and Crafts	Macon, Georgia October 11-15	Mrs. Juanita S. Black, Director, Social Service Department, Bibb Manufacturing Company
	Atlanta, Georgia October 18-29	Miss Virginia Carmichael, Director of Recreation
GRACE WALKER Creative Recreation	Chase City, Virginia October 4-8	James Gilliam, Southern Aid Building, Third and Clay Streets, Negro Organization Society, Richmond, Virginia
	Kilmarnock, Virginia October 11-15	
	Rustburg, Virginia October 18-22	
	Danville, Illinois November 8-19	Mrs. Esther Warden, 1310 North Gilbert Street, Danville, Illinois

Looking Ahead

"Jingle Bells" might sound strange to your ears in October, but there's nothing strange about **planning** for Christmas at this early date. To save a lot of rush and worry—and to work up some really special ideas for Yuletide plays, parties, decorations—here is a list of helpful publications which may be obtained from the National Recreation Association, 315 Fourth Ave., New York 10, N. Y. Please send stamps, check or money order, and be sure to give the MP or MB order number.

Christmas Is Fun

Christmas Fairs (MB 984)—Ideas for inexpensive gifts and activities..... $ .05

Christmas Kaleidoscope, A (MB 95)—A dance festival for large number of children..... .05

Christmas Party, A (MB 1420)—Games and gift distribution ..... .05

Christmas Suggestions for Children (MB 796)—Let the children in on the planning..... .05

Dickens' Christmas Spirit (MB 1268)—Ideas for parties ..... .05

Games, Games, Games to Make Your Christmas Merry (MB 1827)—Seven games to liven up your party ..... .05

Ice-Breakers and Games for Christmas (MB 1435) .05

Mixers for Christmas Dances and Parties (MB 1425) ..... .05

Polar Christmas Party, A—A party with an Arctic theme ..... .10

St. George Play, The (MP 56)—A rollicking farce .10

Some Christmas Quiz Suggestions (MB 1422)—Four quizzes ..... .05

Ways to Distribute Small Christmas Gifts (MB 1587) ..... .05

Christmas Is Colorful

Christmas Novelties for Everyone — Ornaments, decorations, and the like..... .10

Christmas Tree Ornaments from Egg Shells (MB 1133) ..... .05

Christmas Windows (MB 586)—Use of cellophane, oiled paper. and so forth, to brighten up the windows..... .05

Cutting Christmas Greens (MB 1264) — Going after greens, making wreaths..... .05

Gifts and Gadgets Made of Paper (MP 297)—Ideas for gifts and decorations..... .15

Joyous Noel (MB 1825)—Christmas decorations for the tables..... .05

Make Your Christmas Colorful (MB 1828)—Chemicals to use for adding color to the fireplace ..... .05

Suggestions for Novel Christmas Cards (MP 290) .05

Toys for Children (MB 1896)..... .05

You Can Make Your Christmas Cards (MB 607). .05

Christmas Is Serious

Christmas Carol Leaflets .....per 100 .80

Christmas Customs and Legends Around the World (MP 255)—Told in pantomime form... .10

Christmas Pageant, A (MP 378)—A pageant for small children, with music and dances..... .15

Festival of Light—Narrator, pantomime, carols... .10

Here We Go A-Caroling (MB 1897)..... .05

Hints for Christmas in Church or School (MB 1899) ..... .05

Joy to the World (MB 1585)—A pageant for church ..... .05

Seven Gifts, The (MP 369)—A Christmas pantomime, simple staging..... .10

Stories of the Christmas Carols (MP 60)..... .15

Miscellaneous

RECREATION Magazine:

November 1944:*
- The Hanging of the Greens
- Decorations by the Family

November 1945: (Price $.25)
- Bedecked with Bays and Rosemary
- Toward a Community Christmas
- A Play for Christmas?
- Children's Christmas Program
- Festival of Light

December 1945: (Price $.25)
- Christmas in San Francisco, 1945, by Lydia Patzett
- Santa Comes to Roseland, by S. W. Hudson, Jr.
- Custom of Mexico

November 1946:*
- Christmas, Holly-Crown'd
- Planning Christmas Parties, by Robert Lohan
- "We Deck Up Our Houses"

November 1947:*
- The Run-Away Sled
- Christmas Carol Caravan
- Oakland's Christmas Pageant, by Louise Jorgensen
- A Town Dresses Up, by John P. Fern

Other Sources:

Christmas Book, The — Contains a wealth of ideas for parties, decorations and other Christmas activities ..... .50

Christmas Handcraft Recipes (MB 1900)..... .05

Quiz-mas Greetings (MB 1906)—A Christmas quiz on an international scale..... .05

New Year's Parties:

Beginning of the Year Games (MB 1595)... .05

Crown Your Twelve Months Merrily (MP 265) .10

"Turn Over a New Leaf Party, A" (MP 171) .05

Watch Night Party (MP 346)..... .05

New Listings:

Christmas Masques, Festivals and Pageants with Music (MP 406)..... .10

Christmas Music (MP 216)—A listing of the best collections ..... .05

Christmas Plays for Children (MP 404)—An up-to-date annotated list for children from primary to high school age..... .10

Play for Christmas, A (MP 405)—A new list of secular and religious plays for various age groups including adults..... .10

* Out of print. Consult library.

See the November, 1948 issues of RECREATION magazine and the Bulletin Service for further new suggestions on Christmas planning.

"TODAY'S children must absorb the truth about this land of theirs and acquire a jealous love for it. The process of safeguarding outdoor resources must become automatic so that frantic appeals and preachments will no longer be necessary. There must come a time when conflicts over the rights of the public to these natural resources will be impossible and when no argument can be raised in favor of spoliation and waste."

Jay N. Darling, in "Whose Outdoors?", *National Parent-Teacher*.

Henry Pfeiffer Library
MacMurray College
Jacksonville, Illinois

Recreation

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PICTURE CREDITS: We are indebted to: Dennison Manufacturing Company, Framingham, Massachusetts, for drawing, page 366; Art Keil, West Palm Beach, Florida, for photograph, page 370. Congress photographs by Harold Cowan of the *Omaha World-Herald*, Nebraska, pages 360-361.

ON THE COVER: Many years have not dimmed skill nor pride of accomplishment in this busy old Missourian. (See—No One Under Sixty Need Apply, page 347.) Photograph by courtesy, Massie—Missouri Resources Division, Jefferson City.

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Recreation

November 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

Knowledge of What the Individual Wants

THE RECREATION MOVEMENT is founded on the recognition of the dignity and worth of the individual human being; on the necessity of understanding clearly his nature, what he thinks he wants, what he is likely to want when he has fuller knowledge of possibilities.

This recognition of the dignity and worth of the individual human being makes it impossible for recreation workers to plan to violate the individual's personality by trying to fix facilities and leadership so that the person is not free to be the person he wants to be, to do the things he wants to do in time that is supposed to be free.

Of course there must always be the appeal from "Philip drunk to Philip sober." And it is no violation of the individual personality to give each man a chance to be exposed to all forms of activity so that each man can really know of a surety what he wants to do.

The real fundamental in recreation leadership and guidance is to do in behalf of others only what one would like to have done to oneself.

The recreation leader needs to know much about the motives of men, the behavior of men under various circumstances, the various reasons why men do what they do. What are these individuals really hungering and thirsting for? What looks to be food but is only husks? What looks to be water but is only a mirage that will never satisfy?

It is one thing to think one knows the heart's desire of man from a book. It is another to know from practice, from working side by side and being with many men of many kinds.

The more recreation leaders themselves have really lived in factories, in mines, upon farms, in stores, the better qualified they are to understand the life needs of others, what is going on in the minds of others, what makes others tick.

Under modern conditions of specialization ways and means must be devised of working out for recreation leaders substitutes for wide and deep experience in living, but it must be recognized that substitutes are substitutes and there must be constant effort to get as much as possible of real experience in living.

HOWARD BRAUCHER.

A Prayer for Thanksgiving*

by Joseph Auslander

We thank Thee for the joy of common things:
The laughter of a child, the vagrant grace
Of water, the great wind that beats its wings,
The sudden light that shines upon a face.

We thank Thee for the heavens that declare
Thy love, and the abundant earth no less;
We thank Thee for the bread we eat and share
From hearts that overflow with thankfulness.

We thank Thee that when we grow puffed with pride
And blurt out wild and foolish blasphemies,
The gentler angels of our nature chide,
And Thy forgiveness brings us to our knees.

Against the voices counseling despair
We thank Thee for the clarions of youth,
For humbleness that turns to Thee in prayer,
For courage that is not afraid of truth.

O Lord, we thank Thee (when no man is sleeping,
But watches, nor dares he draw quiet breath)
That, kenneled and confided to our keeping,
We guard the dreadful atom brood of death.

We thank Thee that man's spirit need not falter,
That Faith still fights the good and gallant fight,
That still the torches on the anxious altar
Of Freedom, though they flicker, burn as bright.

For strength for this day's huge and harsh demanding
We thank Thee, Lord; for patience yet to find
A brave new hope, a brave new understanding
In the vast commonwealth of heart and mind.

Lord, from the blind abyss of circumstance
Whither, by war's grim folly, we were hurled,
We thank Thee for a final golden chance
To rise again and build a nobler world.

*Reprinted by permission of the author and of the *New York Times*.

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To Recreation:

"I have just received the September issue of Recreation, and I want to tell you how timely the article 'We Want a Club!' is for me. Your article says in just a few words most of what we have tried to put across in our training program."

Nance Foules, *Teen-Age Program Director, Young Women's Christian Association, Galveston, Texas.*

"The quality of the content, indeed, the entire setup of the magazine is such that all of us active in the field of recreation can refer to it with pride and assurance. The new, improved type of cover seems to herald a new era in its significant contribution to our profession."

Gerald P. Burns, *Executive Director, American Camping Association, Chicago, Illinois.*

"Congratulations on new look of the magazine and the general wider use of charts, diagrams, and photographs. It is certainly an improvement, with the addition of having content, inspiration and practical material which can be used."

George M. Gloss, *Professor of Graduate Work, Department of Physical Education, Health and Recreation, University of Maryland, College Park.*

"Two of the articles, written by Messrs. Nagy and Everett, particularly struck me as fine illustrations of leadership along much needed grounds."

William M. Wattenberg, *Associate Professor of Education and Educational Psychology, Wayne University, Michigan.*

To Our Readers:

Many, many thanks for all constructive suggestions as to how to make Recreation ever more useful to recreation workers; thanks, too, to all those congress delegates who showed such a lively interest in the magazine.

At present, we wish once more to call your attention to the fact that we are offering this page in Recreation for "letter-box" discussion of any specific article, or articles, appearing in the magazine with which readers may differ or to which they would like to add their own thinking or experience on the given subject.

To all those who consider the pooling of ideas and experience valuable enough to warrant the time and expense of attending a National Recreation Congress for that purpose, we point out that Recreation is a supplementary, year-round vehicle of such exchange, an opportunity not only to find out what other folks are doing and to receive the stimulus of fresh thinking, but an opportunity to make your own contribution to the progress of the recreation movement nationally and internationally, as well as locally.

Because the Publications Meeting in Omaha had time merely to scratch the surface on the subject of the *use of publications*—both those put out by a recreation department itself, and those received from other sources—*as an important part of doing a good over-all* recreation job, we should like to call your attention to the article *Publications and Your Recreation Job* on page 371 of this issue of Recreation. This carries further suggestions as to how-to-use and how-to-plan such publications. (For summary of the Publications Meeting, see the new Congress Proceedings.)

Dorothy Donaldson
Managing Editor, Recreation

RECREATION AND MENTAL HEALTH*

Wherein a psychiatrist issues a challenge to recreation workers.

William C. Menninger, M.D.

Dr. W. C. Menninger

Just outside of Topeka, Kansas, can be found one of the world's great psychiatric centers — the Menninger Clinic — which is operated by one of medicine's best-known brother teams, Dr. Karl and Dr. William Menninger. Activities of this institution go directly into the community and furnish specific services to community groups. "Dr. Will," of the team, has stimulated the American Psychiatric Association, of which he is current president, to establish a committee on leisure time activity (see August RECREATION*). He held the position of Chief of Army Neuropsychiatric Services during the recent war. His beliefs regarding the mental health aspects of recreation are here presented to recreation workers.*

IT IS WITH a sense of special responsibility that I discuss with you—a group of professional workers in the field of recreation—the relationships between recreation and mental health. All too infrequently does the recreation worker have an opportunity to learn of the psychiatric implications of his work. Too rarely does the psychiatrist have an opportunity to enlist the cooperative interest of the professional recreational workers as represented by the National Recreation Association throughout the country.

*Presented at the National Recreation Congress, Omaha, Nebraska, September 28, 1948.

It has been the privilege of many of us practicing medicine in psychiatry to have some very rewarding experiences in the use of recreation as an adjunctive method of treatment. Along with direct psychological help, hydrotherapy, shock and insulin therapy, many of us have, for years, used various forms of education, recreation and occupation in the treatment of our patients. Within the American Psychiatric Association—a national organization of approximately 4500 psychiatrists—we have a standing committee on leisure time activities. It has planned its work for the coming year on the assumption that professional recreation experience can contribute to psychiatric practice, and psychiatrists can add to the knowledge of professional recreation workers. The intention of this committee is not only to bring the contribution from recreation workers to the membership of the American Psychiatric Association, but also to present and represent psychiatry to various lay groups concerned with recreation.

Recreation has not only played an important part in the treatment program of many mental illnesses but it has been a considerable factor in enabling former patients to remain well. Therefore, psychiatrists believe that recreative activity can also be a valuable preventive of mental and emotional ill health.

Mental and emotional ill health too often is not understood by the non-medical person. Sickness of the mind is thought of only as the extreme forms, in terms of "going crazy," "losing one's mind" or "being insane." The psychiatric patient and his relatives too often fear and actually find that they are stigmatized by the patient's illness, if it is discovered. The public is just beginning to learn that there are different kinds and degrees

of mental ill health just as there are of physical ill health. To be ill psychologically is not a matter of sin or shame; it is not a sentence to isolation or to indefinite invalidism. But mental illness is a robber of energy and happiness which may beset anyone. No one is completely immune to its attack. However, there are ways whereby one can reduce the risk of being waylaid by it. Moreover, one should realize that only in an occasional instance does mental ill health bring about permanent incapacity.

The fact remains that the number of seriously ill psychiatric patients in hospitals is so large as to overwhelm current facilities and staff. Even though our mental hospitals are greatly understaffed, still about fifty percent of our psychiatrists work in these institutions.

The Extent of Personality Disorders

To the uninformed the realization of the extent of personality disorders, including mental illness, comes as a shock. There are no complete or totally accurate figures of incidence and yet some indices leave no doubt as to the extensiveness of the problem. They are the more impressive because they do represent only a partial count of the total number. The knowledge of even these figures, however, emphasizes the importance of our ability to recognize emotional maladjustment in order that we might do the job of prevention more effectively.

According to figures released recently, there were 88,000 more beds in nervous and mental hospitals in 1947 than there were in *all* of the general hospitals in America. So overcrowded is bed capacity that the average census of mental hospitals was nearly 100,000 more than the average census of general hospitals. Last year the 680,000 beds in mental hospitals had an average occupancy of 650,000 persons. Between fifty percent and sixty percent of all the patients in our veterans' hospitals have some type of sickness of their personalities.

There are no figures to show the number of people who consult psychiatrists. Statistics from the army experience indicate that for every one man who had to be hospitalized for psychosis, ten others were hospitalized for the milder type of disorders called neuroses. The army was composed of a selected group of men and experience in it does not necessarily indicate the incidence of psychoses in civilian life, though statistics indicate they were more frequent in military service. Certainly many individuals with such illnesses were combed out in the draft selection. On the other hand, the army figures are suggestive of the extremely large number of individuals who required help for their neurotic disorders. These represented nearly eighty percent of the hospital admissions for psychiatric disability in the army. There is no way of estimating the corresponding percentage of incidence of neurosis in civilian life, but we have sufficient experience to know that it is very high.

Another index of personality disorders, though largely excluding the severe mental illness, is suggested from the findings of the draft examination during this last war. Most of the men rejected were not mentally ill. They were, however, judged as not being sufficiently adjusted emotionally to be good risks in the uncertain environment of the military service. The total number of rejections for this cause amounted to nearly two million, representing one out of every eight men who came to the induction center.

The seriousness of the problem within the military service is indicated by the fact that 718,000 men had to be discharged because of some type of personality problem. This was the largest single cause of the loss of manpower during the war. More men were discharged because of personality problems than for all other types of medical illnesses or disorders put together.

In civilian life *every* physician, both knowingly and unknowingly, treats patients who are emotionally ill. It is estimated that fifty percent of *all* patients who consult all physicians, general practitioners and specialists, become ill from the stress and strain of life on their personalities rather than from the invasion of bacteria, injury or cancer. Their pain or discomfort is not related to any physical change in their organs but rather to mismanaged emotions. These emotions reflect themselves in hearts and stomachs, intestines and joints, so that patients complain about the discomfort or misfunction of these organs. The real cause of the symptoms, however, is an emotional conflict.

Everyday Maladjustment

All of the above figures pale into relative insignificance in comparison to the total amount of mental illness, either in terms of cost or of time lost. Any estimate of the total picture would have to include the extent of emotional upsets which incapacitate people temporarily. Such upsets are really a mild form of illness even though they are often not so regarded. The transient emotional disturbances which do not necessarily keep a person from his work, do reduce efficiency and satisfaction.

Emotional maladjustment costs energy and therefore money. One pays in some way or other for disappointment, frustration, insecurity, hostil-

ity. Many varied symptoms result, in the form of depression, anxiety, fear, suspicion. It is acted out and evidenced in our life in marital problems, misbehavior, prejudice, discrimination and anti-social acts. Even mild maladjustment may become chronic or acutely severe if it is not corrected; and therefore prevention and early relief of the troublesome conflict are important. From the standpoint of national health, this must be a matter of special concern for all of us.

Like many physical sicknesses, many personality disturbances can be prevented. Some basic principles about mental hygiene and ways to maintain mental health are now set down in language for laymen. We in psychiatry are making numerous efforts to publicize the "why's" and "how's" of mental hygiene. Psychiatrists are now able to point the way towards the improvement of personal relationships in the family, in the community and at work. They also realize the necessity for reducing the psychological stresses and providing psychological supports for the individual and for the social unit.

The so-called social problems are, in reality, reactions of personalities to stress. Sometimes the environment exerts too much pressure on some or all of the individuals within it. Other times the personality is at war within itself so that the external situation acts either to reduce or increase the strain on the individual. The world war produced sufficient stress to cause an untold amount of mental ill health. Not only the men and women in military service but their loved ones, as well as the displaced war workers, had to orient to the disruption of their family lives. War speeded up the changes taking place in the pattern of family life in our culture. The unexpected mobility of so many people took away their sense of security and their former basis of making plans for the future. It interrupted and delayed the adjustment and establishment of new families in their homesteads.

Among the many factors responsible for increasing the extent of delinquency, one must reckon with the changes that are taking place in our family life and structure. The incidence of crime, which is an expression of maladjustment, has reached an all time high. The federal government is spending nearly ten times as much money to handle our social failures—the delinquents and criminals—as the federal budget allows for the improvement of mental health. The cost of operating the penitentiaries and reformatories is "chicken feed" in comparison to the actual cost of crime to the country—estimated to be between eight and ten billion dollars a year.

One cannot state that divorce is a symptom of mental ill health, but it certainly is an evidence of unhappiness which in most instances is due to maladjustment and creates maladjustment in others than the couple involved. In 1947 there was one divorce for every three marriages, and this ratio increased in urban areas to one divorce for every two marriages.

Unmeasurable, but very real, is the distress resulting from the acute shortage of housing which requires more than a million families to live with other families.

Other social situations affect mental health. Discriminatory practices due to strong and widespread prejudices are mental hazards for millions of our people. Fortunately, our employment is momentarily at a high level but we should not forget the acute distress which existed a few years ago because of forced unemployment. Currently we are all very aware of the stresses produced by our present national and international status of uncertainty, unrest, suspicion and fear.

In presenting these facts, there is no intention to cause unnecessary alarm or to imply that every individual in the country needs the help of a psychiatrist. Such would be nonsense. However, it does seem to be extremely important to marshal the evidence of the need to improve the state of our national health in order that we might seek out its significance and make constructive efforts on the basis of our findings.

Society's enormous loss of manpower because of personality disorders—whether it is measured in money, time, or effectiveness—is a problem of health as well as of economy. There is an imperative need for society—that is for individuals like you and me—to initiate corrective measures of every possible sort. As a pyschiatrist, I feel that recreational workers can contribute to such a program in very large measure.

Psychological Needs Met by Recreation

"Recreation" can be used to refer to an enormous variety of human activity. What is the vocation of one man becomes the avocation of another.

In this group the word recreation refers to the things a person does for the fun of doing them, usually with no specific utilitarian or economic motive. Such activity has a renewing effect psychologically. It is a re-creative experience. It enables a person to go back to psychologically unrewarding routine or work where the motivation is purely "to get the job done."

Since life exacts a different toll from each of us,

different sorts of recreation appeal to us. Psychiathese must differ in considerable degree for differlogical value of all types of activity for obviously these must differ in considerable degree for different individuals. However, there are at least three common psychological needs that are effectively met through participation in certain forms of recreation.

1. Competitive games provide an unusually satisfactory social outlet for the instinctive aggressive drive. Psychiatrists postulate the existence in the personality of an aggressive instinct which constantly seeks expression. Where its direct expression is denied, symptoms may develop. There are perhaps specific values in varying degrees and types of competitive activity. The most aggressive outlet is seen in those sports in which there is bodily contact, such as tennis, golf, badminton, bowling; and probably least but none the less evident, in sports of sedentary intellectual competition such as chess, checkers, bridge, poker and so on. All these types of recreation meet the psychological need of many individuals, whose jobs or daily work prevent sufficient expression of aggression.

2. The psychological value of certain kinds of recreation lies in the opportunity to create. In addition to the aggressive drive, the other important psychological instinct is the erotic, constructive or creative drive. As a consequence, they find great satisfaction in producing something—a rug, a chair, a piece of music, a poem, a cake.

3. Relaxation through entertainment also satisfies important psychological need, through catering to the passive desires of many of us, as well as to provide an opportunity for vicarious participation. Many persons derive an enormous satisfaction from listening to music, seeing a ball game or a movie, reading a mystery book, or studying art masterpieces.

Mentally healthy people participate in some form of volitional activity to supplement their required daily work. This is not merely because they want something to do in their leisure time, for many persons with little leisure make time for play. Their satisfaction from these activities meets deep seated psychological demands, quite beyond the superficial rationalization of enjoyment. The choice of activity is modified by their method of living and experience. By comparison with two generations ago, there is today a greater need for recreative play. People now have little opportunity to express their aggressive needs, to pioneer, or to explore. Jobs, even though satisfying in most respects, provide a limited opportunity for spontaneous creativeness or a free choice of the type of activity.

Even games of sedentary intellectual competition, such as checkers, provide outlet for aggressiveness.

Some very concrete evidence of the relation between avocations and mental health was revealed in a survey made at our clinic some years ago. A group of well-adjusted individuals was surveyed as to the type, number and duration of their hobbies. The findings were compared to those from a similar survey of a group of psychiatric patients. In the well-adjusted group, both the number and the intensity of the pursuit of hobbies was far in excess of those of the patients. This cannot be interpreted to mean that, because the individual has a hobby, it necessarily keeps him well. It does mean, however, that a well-adjusted individual learns how to play and does include play as an important feature of his life, much more frequently than does the average maladjusted person.

Failure to Play

Too many people do not know how to play. Others limit their recreation to being merely passive observers of the activity of others. There are individuals who harbor the belief of our early forefathers that to play is sinful. Others feel that play is only for children, and believe that, "As I became a man I put away childish things." Still other individuals regard play as simply a waste of time as well as energy. By some, play is considered to be a reward for good behavior and thus in many of our backward penitentiaries, sports or recreation are regarded as an unwarranted indulgence of the prisoners. There are still other individuals who have had such severe and rugged lives as children that they have never learned to play.

The psychiatrist is strongly in disagreement with all of these attitudes. There is considerable

scientific evidence that the healthy personality is one who not only plays, but who takes his play seriously. Furthermore, there is also evidence that the inability and unwillingness to play reveals an insecure or disordered aspect of personality.

Recreation as Therapy

To date the psychiatrist has not taken a major interest in the leisure activity of healthy individuals or programs of recreation in communities. His job has been, is, and will be concerned with the diagnosis and treatment of the anxious, the distraught, the bewildered and the confused members of society. To help these people he must know about the anatomy and the physiology of the personality, in addition to the physical condition of his patient. He is deeply interested in how that patient gets along in his family, with his friends, on his job. He tries to discover the cause of the maladjustment, either within the patient's personality or in the stresses of the environment. Therefore the psychiatrist must learn a great deal about the way he lives, loves and hates. Among many other things, he wants to know if his patient plays, how he plays and his motives for playing.

Then he must plan treatment to fit the individual needs of his patient. He uses recreation extensively in the hospital program of his patients. As the result of this experience, psychiatrists have accumulated considerable data on the utilization of recreation as a supplementary treatment measure. For at least twenty years, in our hospital in Topeka, we have prescribed the specific types of recreational activities that we believe to be most suitable to alleviate specific symptoms of patients.

The aim of the psychiatric prescription is to direct troublesome feelings into a socially approved outlet. In some personality disorders, the symptoms conspicuously express hostile feelings. Intense feelings which the patient harbors, that were probably directed originally toward some member of the family, have become displaced and may be expressed toward any person, or even any object in the environment.

We have conducted many experiments in redirection of emotions. For instance, there was a patient who was very hostile to his father even though he maintained that he loved him. We drew a face on a punching bag and suggested that the image was that of his hated parent. Thereupon, he tied into the punching bag to the extent of his feelings. In another instance, practice on a driving range was enhanced by giving each golf ball the name of some disliked person. This particular patient had a long list of people he thoroughly disliked and, as one watched, it was apparent that varying amounts of energy were invested in each drive, depending on the intensity of the feelings towards the person whom the ball represented.

In the majority of instances this direct approach is impossible, either because the hostility is too diffuse or because the patient feels too guilty to express his hostility in more subtle, unrecognized forms. He "blows off his steam" in a baseball or a volleyball game or a tournament with an obvious release of tension.

The second therapeutic use of recreation is to provide an opportunity for creative experience. This has seemed particularly valuable for the frustrated individuals who, in their personal relationships, have been thwarted in achieving sufficient satisfaction. Again and again a patient will become intensely interested in the creation of some article of craft work. It is quite discernible in some cases that the symptoms diminish as the interest increases. This can be observed in those who have never had any previous experience in the medium with which they choose to work—woodworking, weaving, leather, clay, art work and so forth. Pride in their finished product is very conspicuous. Some patients have gained so much satisfaction from a particular type of craft work that they have continued the activity upon their return home. In many instances, this has led to the establishment of a reasonably complete workshop.

Another psychological need in certain individuals is to do things in a very particular way. The arrangement of clothing in the closet, or emphasis on punctuality or cleanliness becomes very important. The psychological explanation of such behavior is that it prevents the person from developing anxiety about an inner urge to do the opposite. When the compulsive person cannot carry out his activities, either because of internal disturbances or external prohibitions, he becomes maladjusted. When these defenses do break down, the therapeutic aim is to help him find ways of alleviating anxiety through the re-establishment of compulsive activity.

In a specific instance in which this type of recreation was prescribed, the patient had always been, prior to his illness, an extremely punctual, precise and exact person. Some time after he had passed the age of fifty, he experienced some rather severe difficulties in his home and his life became quite disorganized. Incidentally, this individual, as many compulsive people do, had always taken a very special interest in his finances, in keeping his accounts, and prided himself on the size of his bank account. In the therapeutic program arranged for

him in the hospital, attempts were made to interest him in several types of activities, with the hope that we would find something interesting to him. In view of his orderliness, his interest in money, his hoarding tendencies, he was encouraged to take up coin collecting. With very little help, this became almost a full-time activity. He pored over thousands of pennies, then nickels, then dimes, hunting for certain dates and mint marks. While in the hospital he began to contact coin dealers. He spent hours making boards to mount his coins and in polishing and arranging his selections. Progressively with his interest in this activity, he became increasingly better adjusted socially. Within two months he was able to leave the hospital. We learned subsequently that he continued his avid interest and activity in coin collecting. Lest this be misunderstood, I should state that his coin collecting did not cure him. It simply served as a very expedient outlet for his compulsive makeup. With psychological guidance, he gained some insight into the nature of his illness and the reasons for the particular appeal of this activity.

One other prescribed recreational activity has proved, again and again, its important therapeutic value. This is the socialization provided by group activities—parties, ball games, square dances, dramatic productions, and so on. All of us have the desire to belong—to the family, club, gang or to some other preferred group. One of the conspicuous symptoms of some types of mental maladjustment is the feeling of lonesomeness, the inability to identify with and belong to a social unit. The average psychiatric patient, during his illness, is conspicuously incapable of feeling comfortable with other people. An important phase in the process of getting well is to be able again to become sociable, and to participate pleasurably in an activity with someone else or with many other people. Therefore, the plan in every good psychiatric institution is to provide opportunities for this socialization.

Psychological value of certain types of recreation lies in the opportunity to do something constructive.

Obviously, they must be graded according to the patient's capacity and specific needs. Routinely in our hospital, a plan is followed whereby the patient is first given the opportunity to become friendly with one of the staff—a nurse, recreational or occupational therapist—in addition to his physician. As the patient becomes able to adjust himself to this, his contact is expanded to include initially one other patient and then a small group of them. Graduation takes place as fast as possible to the passive role of a spectator in a larger group of people and eventually to the active role of a participating member of a team. Recreational opportunities are by all odds the most practical vehicle to accomplish this aim.

Applications

On the basis of his experience with its use as a psychiatric treatment method, as well as through his conviction as to its importance in the maintenance of mental health, the psychiatrist can make certain recommendations about recreation.

To the Individual: Good mental health is directly related to the capacity and willingness of an individual to play. Regardless of his objections, resistances, or past practice, any individual will make a wise investment for himself if he does plan time for his play and take it seriously.

To the Recreation Worker: The psychiatrist strongly recommends a working knowledge of the structure and method of function of the personality. This would provide a better understanding of individual persons and their reactions, and more important, of their psychological needs and handicaps which might be met most effectively by particular forms of recreation. In addition, he would recommend a study of the scientific data regarding leadership methods. He would recommend a general knowledge of the social forces operating in groups, which may greatly enhance or detract from the effectiveness of any recreational program.

The psychiatrist would further recommend, to the recreational worker, the importance of taking aggressive steps to educate the public as to the value of recreation in the maintenance of mental health. In such a campaign he would wish to have emphasized the fact that recreation, which is literally re-creating relaxation from regular activity, is a morale builder. It is not a luxury, a waste of time nor a sin. He would also wish to have pointed out the fact that the most constructive and bene-

ficial play is something that has to be learned and is not likely to be an accidental ability or an inherited trait. Personality characteristics and psychological needs provide the basis for the appeal of specific types of recreation. For maximum satisfaction, one requires not only encouragement but almost always some instruction.

To the Parent: Education of parents regarding their role with their children's play is indicated. Ability to play is a learned ability. Therefore, a child should have ample opportunity to play alone, to play with his parents, and to play with other children, both at home and elsewhere. It is not sufficient merely to send a child off to play in an isolated, fanciful, make-believe world all by himself.

The child whose parents have avocational interests is much more likely to develop such interests. Not only is the example important but the sharing of interests within the family is the source of much stimulation and satisfaction.

A word of caution: Recreation is not like quinine, to be forced down the throat of the child. Therefore, the child's interests should certainly not be restricted to those of his parents. The wise parent encourages the initial interests of his child as a serious, worthwhile endeavor, whether these be in sewing or lathe work, stamp collecting or baseball. Parents should not only set the example of participation in worthwhile activities, but also should provide the facilities, the encouragement and the approval of child-initiated activities.

To the Community: The psychiatrist should like to challenge the neighborhood and the community to the importance of a recreational program for the maintenance of mental health of its members. In his hospital, the psychiatrist sees to the provision of trained workers and of the most adequate type of recreational facilities, as an essential part of his setup. An effective community recreation program is just as important to mental health as sanitation is to physical health.

Our communities have assumed the responsibility of reducing unemployment. When we become wise enough, they will be equally interested in providing recreational facilities and expert leadership. The usual work week requires only eight hours a day, not more than six days a week, and in many instances only five. Teaching ways to fill free time with constructive, healthful activity is partially a responsibility of the community. The town which provides only alleys and beer joints, as places to play, should not wonder why delinquency and venereal disease thrive. Both are symptoms of social maladjustment and therefore are problems of morale rather than morals.

To the Older Person: Recreation is an extremely important aid to growing older gracefully. People who stay young despite their years, do so because of an active interest that provides satisfaction through participation.

The elderly person with a hobby is almost always an alert, interesting person. I think of no more spectacular example than my remarkable physician father, who has been an avid horticulturist and botanist all through his busy years as a physician. At the age of seventy-five when gardening became too strenuous, he became an expert in mineralogy, setting up his own machinery for cutting and polishing stones. At eighty-five he took up conchology—the study of seashells—and has become proficient in identifying and classifying all types of mollusca.

By contrast, there is no more pathetic sight than the older person who has no interest in life and only sits and waits—vivid evidence of the value of recreation to mental health.

Conclusion

In presenting some of the aspects of recreation from the point of view of the psychiatrist, I have wanted most to indicate our belief in the importance of recreation to mental health, both therapeutic in illness and prophylactic for well-being. I have wanted to indicate to you that those of us in the field of psychiatry are deeply interested in what you are doing. We should like to help in furthering your daily work and to enlist your interest and help in those aspects of recreation which are so important to us in our daily work.

In this troubled world today, so filled with unhappiness, distress, anxiety and restlessness, to whom can one look for help? It is my firm conviction that if we could encourage and teach and guide more people to more effective re-creative activity, we could and would make a major contribution to our national and international peace of mind. That, it seems to me, is the big challenge to recreation workers today!

" 'Psychiatry, says Dr. Will sensibly, cannot save the world all by itself.' He has no patent psychiatric pills for ending war, or meeting the threat of the atomic bomb—or even for getting children to stop biting their nails. But the world, he thinks, would be a better place to live in if people were healthier in their minds."

Time, October 25, 1948, under MEDICINE.

"Older persons need responsibility . . . affection and attention . . . Their work should never be abruptly stopped . . ."

No One Under Sixty Need Apply

Arline Britton Boucher
John Leo Tehan

At 11:30 P. M. the telephone in a Bronx apartment jangled. A woman's voice demanded, "Is this Miss Landau? Well, I'd like to know where my father is. A fine thing—he's seventy-six years old, and not home yet."

Sleepily, Miss Gertrude Landau, director of the Hodson Community Center replied, "I'm sorry, Mrs. G. I don't know where your father is now. He was at the recreation center until it closed at six o'clock. I think he was planning to take his friend Mrs. R. to dinner and the movies afterwards."

Several weeks later the elderly gentleman and the sixty-five-year-old widow were married, and a gala reception was held at the Hodson Center in the old Boro Hall Building in the Bronx. It was the first wedding, in the first full-time recreation center designed for men and women over sixty years. This, similar to other clubs, is run for and by the members themselves.

In its less than five years, the center has won international recognition. Socially conscious observers and educators from all over the United States, France, Finland, Czechoslovakia and South America have visited it so that they may pattern other centers after it.

For here in the Bronx, men and women in their late sixties, seventies and eighties are proving that age need not be a gradual decline of body and mind, with tired eyes closing, but a time of active fulfillment, mentally and physically, with eyes looking ahead.

When the center was started as an experiment by the New York City Department of Welfare in September 1943, there was a great need for recreation and purposeful activity for older people. New York City alone has more than 500,000 people over sixty-five years of age—thousands of whom are living alone in furnished rooms, feeling useless, unwanted and resentful. In the nation, there are more than 9,000,000 people over sixty-five, and the number is increasing yearly as the average life expectancy lengthens.

Specialists in geriatrics, the study of the elderly, have found that complete senility is rare, but that much of the physical and mental deterioration of older people is greatly accelerated by inactivity, loneliness and boredom. Although several attempts have been made in New York and other cities to provide an answer to the problem facing these men and women, the Hodson Center is probably one of the first to offer a comprehensive program of activity on a five-day week, ten to six schedule.

No one realized just how wide was the need when the center opened, with more than 350 people attending. Since then several hundred men and women, many in their seventies, some in their eighties, travel everyday by bus, streetcar, elevated or on foot to the gaunt stone building overlooking the park in the upper section of the Bronx. All during the cold and snow of the past winter, the average daily attendance numbered over two hundred.

As one frail old lady, her hands blue from cold, her shawled head powdered with snow, remarked, "Stay away? I couldn't. It's like coming home." This same old lady, with no living relatives, had submitted an application for admission to an old people's home before she first visited the center. Shortly thereafter, she withdrew her application. "I only applied because I was lonely," she said, "and now I have so many friends."

The traffic cop on the corner of Third and Tremont Avenues, who watches the old people com-

ing and going, remarked one day: "I used to dread the thought of retirement. Not now! I've got my application in at the center."

The underlying idea of the center is as simple as the human needs it serves. It offers motivation and materials for activities, room for relaxation and, above all, the companionship of contemporaries for those who feel neglected only because they are growing old. The club was set up as a public service for all older men and women in the area. To some who hesitated about coming, it was pointed out, "Your children use the public schools and parks. You do not hesitate to use public utilities. Why not a recreation center designed especially for you?"

Any older person is invited; and no charge is made, regardless of the financial standing of members. Here they do not use the term "old" but "older," recognizing that age is always relative. On the old building's worn doorstep, hundreds of men and women, poor or well-to-do, often lonely and uncertain, have hesitated, then stepped across it into a renewal of life bright with meaning.

The center—named for the late Commissioner of Welfare, William Hodson, who was particularly interested in the problems of the aging—began modestly. Welfare workers searched long, finally located an empty room in the old Boro Building. They cleaned, painted, and supplied it with a few tables, chairs and pictures loaned by the Federal Arts Project. Today, it boasts several rooms—a recreation room, a library, an art room, two craft work rooms, a pool room and a kitchenette. The members themselves have done an excellent job of decorating, and the walls are bright with the pictures which they have painted in art class. Much of the organizational work was done by Harry Levine of the Department of Welfare.

At first, Miss Landau, a trained social worker with imagination and patience, was the only "staff," and was employed on a part-time basis at that. Now, as full-time director, she is assisted by instructors in art, English, woodworking; student assistants; and a cleaning woman. Her salary is paid by the city, while all the other workers are paid by the center. Finances are raised by the Board of Directors of the Hodson Center, a group of socially conscious New Yorkers who cooperate with the Welfare Department and Bronx House—a neighboring community house—in over-all supervision. In addition, some group projects carried out by the older people have netted as much as $500, a source of great satisfaction to members, for they often ask: "How can we pay for what we get from the center?"

The tremendous changes that the center has made in the lives of its participants can be seen wherever one looks. Typical is the situation of Heinrich, the Austrian refugee. One November afternoon he arrived, after seeing a notice of the center in his German language newspaper. He could speak only a little English—his eyes were still dark with the horrors he had witnessed in Europe during the war years. At first he could not believe that the club was for everyone. Painfully he asked Miss Landau, "Is das *fur mich?*"—"Is it *for me?*"

Her warm reassurance, the first real welcome he had felt in years, was his first step back to the human dignity which is a result of being wanted. Soon he began to draw in charcoal, then paint in oils—portraits of Dante, Homer, Goethe, copied from the few books he had saved. At first he refused to show them to anyone. Gradually he sought encouragement, expanded under the praise of the others, who now vie with each other for the chance to sit for their portrait. Heinrich loves to have his pictures displayed; and he also is progressing in the English class.

Miss Ruth G., on the other hand, is a quiet woman of seventy who formerly spent many hours by herself doing intricate crochet work. When another woman asked her, "Will you show me how?" she was astonished. "Nobody ever asked me that," she said. Today she is a competent teacher of crocheting and gets many women started on an absorbing hobby.

Recognition by the community means much to center members. Recently the group put on a play, "The Stranger," which was written, acted and directed by them. Tickets were sold to the public. When the *New York Times* covered the

Older people insist that their projects be "purposeful". They enjoy the opportunity of making things.

show, and published the review on its drama page, the elation of the actors (many of whom had never been on the stage before) was boundless. One old gentleman of seventy-nine was overheard remarking to his wife, "I think I really will take up acting seriously."

In this project all joined enthusiastically. Some sold tickets, others acted as ushers, stage hands, scenic designers. One timid old lady volunteered to get an ad for the program from her neighborhood grocer. "He probably won't remember me," she said. "It's been so long since I've bought any meat." Later she returned, almost speechless with her triumph at getting the ad. The play took in $250, which went toward the purchase of a movie projector for everyone to enjoy.

Men are strongly in the majority here, although the women are not overshadowed. Daily they prepare and serve refreshments, for which they shop beforehand. The tea or coffee, light sandwiches, cakes and cookies are a high spot for everyone, the big meal of the day for some.

One woman of seventy-five was eager to serve on the refreshment committee. "You see," she explained, "I haven't had my own home for thirty years and I always loved to entertain." She was unanimously elected chairman. Two men who had been hotel waiters volunteered to help. A clean-up committee was formed, with specific duties for each.

Little Mary S. has astonished everyone. As the roving reporter for the club's monthly magazine, she writes a gossipy column which is read avidly. Affectionately known as "Mama Scully" she has become a Dorothy Dix, to whom many come for advice on their personal affairs. Yet a few months ago she sat timidly by herself, absorbed in her knitting.

The growth of a group from complete dependence on the director to mature self-determination is interesting. At first, members were like children, awaiting suggestions, unwilling to act alone, seeking immediate approval. Now, for many, their old independence has reasserted itself. When elections were first held (unwillingly), Miss Landau's name was put up for every office. Now the club's elected officers direct group projects — whether boat rides, picnics or a plan to make utility bags for patients in a veterans' hospital. All projects, they insist, must be "purposeful."

A most heartening aspect of this center is the youthfulness of spirit prevalent everywhere—everyone is planning for tomorrow, still eager to learn and to accomplish. As the needs have arisen, classes have been started—in art, English, woodworking, leather crafts, music. The English class has a regular attendance of about twenty. Said one man of seventy-four who was born in Italy, "It is exciting—this English. I have so much to learn. I must hurry, hurry." An old couple, who always sat by themselves and communicated with each other by nods and gestures, seemed afraid to join the class. Finally the wife said, "No speak." Now they attend regularly.

Members share their renewed skills willingly. A seventy-two year old poet, formerly a member of the American Poetry Society, is the capable editor of the monthly magazine and has been a patient teacher of his writing staff. A woman who does excellent beadwork spent hours teaching another woman to make a necklace for her little granddaughter. One man, who years before had followed the trade of making artificial flowers, did all the decoration for the Christmas party, then started a class for women who wanted to make flowers, too. Another man had considerable mechanical skill but "nobody ever needed me to do anything." Now he does all electrical repairs, fixes all broken furniture and gadgets at the center. Bookshelves for the library were made by an ex-carpenter; the letterbox was made by a former tinsmith.

Genuine democracy is evident. Membership includes Jewish, Protestant and Catholic folks, a few Negroes and a wide range of national origins. At the last Christmas party, a Protestant woodworker designed a Catholic religious grotto, while the mold was made by a Jewish tinsmith. The grotto was sold for the benefit of the group. When members of a Negro society visited the club, they were entertained hospitably, and many members accepted their invitation to attend a return party.

Any holiday is an excuse for a celebration. One year the Irish feast of St. Patrick's Day and the Jewish feast of Purim were celebrated together, complete with shamrock cookies and hamentaschen.

Friendships continue after club hours. Women, especially, visit each other's homes or attend movies together. When a Jewish member died recently, many made the long journey at night to his home in order to offer sympathy to his widow.

To their families, these older people have suddenly assumed a new importance. Instead of just "grandpa" or "the old folks" they have in many cases regained their identity. One man did not tell his wife and son about the center until he brought home a copy of the paper in which his name was mentioned twice. "They looked at me," he reported, "as if they had never seen me before

and my son said, 'Why, dad. You're still going places'."

A middle-aged daughter came to the center for the Easter party, at which her father sang several operatic arias. With tears in her eyes, she said, "This place is just wonderful for my father. We haven't been able to get him to sing anything since Mother died three years ago."

Many physical handicaps, which formerly seemed incapacitating, have been almost forgotten thanks to the stimulating effect of the center. One man used to spend most of each day at the neighborhood clinic with half a dozen complaints. "I haven't got time to worry about myself any more," he says now. A man of eighty formerly insisted on having a Red Cross volunteer drive him to a clinic every day. Now he comes alone by bus to the center three times a week.

Although each member has his own particular interest — art, chess, cards, sewing, woodwork, pool playing, radio listening—it is in the group work that the esprit de corps proudly shows itself. Everyone worked for the annual bazaar, for instance—some making leather belts or pocketbooks; some painting jewelry, building cabinets and bookshelves, designing copper plates and pitchers, weaving raffia baskets, crocheting bedspreads, painting landscapes. All the products of their work were put on sale for relatives and friends. The teamwork was remarkable.

It is obvious from Hodson Center's experience that no matter how old a person is, he can't be really happy unless he is busy. Recreation centers such as this should be set up in every community where there are older people. Financing should not be difficult. The Community Chest and local social welfare groups could underwrite much of the expense, while in some cases where economic circumstances permit, small subscription fees could be paid by members. The cost of such centers would not be a fraction of the money which is now spent on caring for old people in mental hospitals and homes where they usually receive only custodial care.

The later years of life possess vast untapped possibilities. Perhaps much of the burden placed on now overworked social workers could be lifted if the older person were encouraged, on a paid basis whenever possible, to work part-time in settlement houses, in hospitals, in recreation centers and in nurseries. Then age could be regarded as a happy culmination of life, not a dreaded ending.

Two Ladies Form a Club *

Bill Gold

A RATHER UNUSUAL classified ad appeared in a recent edition of the *Washington Post*:

"Join Our Little Ladies Club. Girls, ages 8 to 13; initiation fee, 35 cents. Write Helen Hickey, 5112 5th st. nw. When you join you receive a pin and membership card."

You know me. I just can't resist Little Ladies Clubs. So I looked up founder Helen Hickey, and found her with cofounder Harriet Gitelson.

"Who gets all this money—all those initiation fees?" I asked.

"Thirty cents of it covers the cost of the membership pin.. The other five cents goes into the treasury."

"And who gets the treasury?"

"Oh, that's used to buy materials—for our dolls and pictures and games and things. We're making them."

"You're making dolls and pictures and things? Why?"

"To give to the kids at Children's Hospital. Didn't you know? The Little Ladies are going to make all sorts of presents for the sick children in the hospital."

"Why?"

"Because we figured that if we were sick we'd like somebody to cheer us up and bring us things."

"Your ad says that your members must be eight to thirteen years old. Why don't you invite the older girls to join, too?"

"Oh, you know how older girls are. They probably wouldn't take an interest in children."

"Ummm-yeah. Say, whose idea was all this?"

"Ours."

"And who put the ad in the paper?"

"Helen put it in but the lady said she couldn't take ads from little girls and she'd have to check it with a grownup; so she talked to my mother and it was all right."

"How old are you, Helen?"

"I'm eleven. I'm in the sixth grade at St. Gabriel's."

"Harriet, how old are you?"

"I'm nine, so I'm only in 4-B at Truesdell. Are you going to put something in the paper about the Little Ladies?"

"I certainly am—ladies."

*Reprinted by permission of the *Washington Post*.

Tips on Christmas Planning

HRISTMAS, though it comes but once a year, comes *every* year. This beloved festival tends to remain very close to the traditional celebration—it is an old, old story, but seems to lose none of its lustre in the retelling and reacting. In fact, people look forward to the Christmas celebration and follow it in much the same way as a small child who begs to be told a story with which he is very familiar, and should the storyteller attempt to change even a small detail to vary the tale, he gets only loud protests for his trouble. So at Christmas it is best not to try to be too original. Follow the original story, sing the carols and around this old pattern build a Christmas program. Variety may be accomplished through different placement of emphasis, change in scenery, costumes and particularly in the change of the age group of the participants.

Remember in planning a program of any kind that of all the seasons of the year this is when people are busiest both in business and social life and thus have less time for hobbies and community benefit participation. It is also the time when they are apt to be most willing to help. Select a type of program in which most of the hard work and planning can be done in the director's mind before December. The more care that is spent in planning, the less time will be wasted at rehearsals. Rehearsals must be effective and cut to the minimum. Train each group separately so that they know what is expected of them and have a general idea of the entire performance. Where there are no parts to be memorized, two general rehearsals are a luxury and a program can be well-produced with one *successful* rehearsal. In addition to not wasting time, this method of production keeps the interest of participants at the high level which helps their performance.

From afar, the wise men set out on their journey to the Christ Child.

REPEAT PEFORMANCE

Pat Perkinson

CHRISTMAS EVE IN Richmond, Virginia, this year will be celebrated just as joyously as in other cities throughout the nation; but there is one group of people there to whom this will mean more than just another "night before Christmas." This group, representative in many ways of those preceding them, will present the twentieth annual production of "The Nativity" for the people of Richmond. For the first time, funds appropriated by the City Council have been earmarked for the project in the annual budget.

The setting again will be the majestic singing tower in historic William Byrd Park, Virginia's memorial to the dead of World War I. From the specially built stage erected at the base of the Carillon, talented actors recruited from the churches of Richmond will present six stirring scenes, in pantomime, as the narrator's voice rings through the winter air. From another level on the Carillon, the choir of sixty mixed voices, representing several musical organizations, will provide a background accompaniment of carols that are almost as familiar as the story they portray.

If past audiences are any basis for judging, some 5,000 men, women and children, from every walk of life, will be present—forgetting their numb feet and cold noses as they stand, perhaps ankle-deep in snow, to see and hear anew this old, old story.

The Richmond story begins several decades ago when a group of civic-minded persons became conscious of the need for a municipal Christmas celebration, and held a city-wide celebration in a vacant lot, where the State Library Building now stands. For many years the Boy Scouts had set up their Yuletide tree, and the city firemen and Parent-Teachers Associations shared the task of decorating it. Realizing the effectiveness of having the huge tree where more could enjoy it, the sponsoring groups roped off a portion of Broad Street on a hilltop, and for several seasons the tree, symbolizing the holiday spirit of an entire city, could be seen by workers and shoppers in the business district and by the residents at the foot of the slope. Every Christmas Eve, school and church groups would gather there to sing the beloved traditional carols.

In 1926, the celebration was moved by the Community Recreation Association to the Capitol Square, one block away, where it was presented from the broad steps in front of the Capitol. Then it consisted of a tableau backed with music and narration. Reminiscent of the first celebrations, the two evergreens at the foot of the steps were lavishly decorated.

Since few people could see a pageant at this location, tableaux were presented the following year in the windows of the Capitol Building. As Christmas-spirited crowds walked from window to window, a narrator told of the wonderful happenings on that first Christmas Eve, and the choir sang messages of good tidings as the angels had done long ago.

Church groups, civic and social organizations, and industrial groups were invited by the Community Recreation Association to become a part of the Christmas Celebration Committee in 1928, under the leadership of one of Richmond's most distinguished citizens, the late John Stewart Bryan, who served as chairman until his death. It was Mr. Bryan's conviction that Richmond had discovered something in the pageant of "The Nativity" that would become as significant to the people of Virginia as the Passion Play is to the world.

Again feeling a need for a better location, this committee constructed a wooden platform over the water fountain at the foot of Capitol Hill where spectators could watch from the slopes. The pageant itself was quite different that year, thanks to Claire McCarthy, now superintendent of the sponsoring Richmond Division of Recreation, who

had just returned from the National Recreation Congress in Atlantic City, where she had portrayed the Virgin Mary in the Boston Theatre League's staging of the Christmas story. The new script was adapted for outdoor production and the job of narrating was bestowed upon Dr. Douglas S. Freeman, well-known editor and historian. Dr. Freeman played that role until 1946 when his nephew, Mallory Freeman, became narrator.

With the expansion in production and scenery, the cast and staff also grew. Numerous groups volunteered talent and equipment. Among those who still take a very active part are the Catholic Theatre Guild, Shrine Chanters, the Richmond Ministerial Union, the Council of Churchwomen, the Richmond Theatre Guild, Richmond Opera Group, Ars Musica Guild, Richmond Musicians' Club, Richmond Public Schools, Virginia Electric and Power Company, Chesapeake and Potomac Telephone Company, Richmond Theatre Managers, and the Walter D. Moses music store, which installs, without charge, a Hammond organ for the occasion.

Presented for the last time at Capitol Square in 1942, the pageant was abandoned during the war because of shortages of manpower and materials. Resumed in 1946, it was presented at its new and present location, the Carillon. That year the project was in transition from private sponsorship to public financing, and in the interest of the community one of the city's largest merchants, Miller and Rhoads, came to the rescue with funds. In 1947 the council appropriated the money necessary to carry on the tradition.

This year, the committee, which met in October to make detailed plans for the approaching pageant, has at its disposal $1,500 provided in the municipal recreation budget to take care of expenses such as lights, costumes, labor and so on. For a production which boasts a cast of 200 and a staff of twenty-five, plus innumerable individuals who help in one way or another, this amount seems rather small. But the secret of low expenditures is also the secret of the pageant's success—gifts—not of money, but of time, talent and materials. Think of the total expenses if the Department of Public Utilities charged for stringing the cables across the sky and for wiring the large star which moves impressively through the night as the pageant progresses and comes to rest over the manger in the Adoration scene; if Walter D. Moses charged rent on the giant Hammond organ; if actors and singers presented bills for their contributions.

Costumes and scenery were once big items in the budget for the pageant; however, accumulations through the years have built up a supply that has been adequate for the past several productions. These items are kept in the Carillon basement, where the recreation division stores all such material, and are not used for any other project. When this year's committee members unearth the Christmas pageant supplies, they will find everything they need in the way of costumes and properties, including the indispensable flashlights.

This year's pageant committee boasts a well-organized promotions committee with representatives from countless clubs, women's groups and churches who will make sure that each citizen is invited to attend the impressive event. As last year, the mayor will send a printed invitation to each school child and his family; and the traditional Christmas greetings from the mayor and the governor of the state will again launch the pageant.

Text for "The Nativity" is adapted from Matthew and Luke. "Now it came to pass that the Lord God Jehovah spoke unto Abraham saying, 'And in thy seed shall all the nations of the earth be blessed, because thou hast obeyed my voice'." Thus, as the dim lights fall upon his brown robe and tight cap, the narrator will unfold the story of the twentieth pageant.

The scenes that follow are acted on the stage, as the narrator continues from his raised stand to the left. In the first scene the angel Gabriel appears in a vision to Mary to reveal her place in the coming of the Savior. Then the actors portray Mary and Joseph's journey to Bethlehem to register for the Roman taxes, and their night in the manger after vain attempts to secure a room at the inn. Angels appear in the third scene to announce the birth of Christ to the shepherds as they tend their flocks. Herod commands his wise men to go find the Christ Child and bring him to the court in the tense fourth scene. The only completely musical scene is the fifth, introduced by a trumpet piercing the night from the very top of the Carillon, followed by the singing angels who appear on the balcony high on the tower. In the final scene, the shepherds and wise men, who have followed the Star of Bethlehem, kneel in adoration at the cradle of Jesus. The narrator ends the pageant saying "And Jesus said, 'Peace I leave with you. My peace I give unto you'."

As the choir sings "Hark, the Herald Angels Sing" men, women and children will return to their homes to await Christmas Day, filled with an indescribable feeling of peace. And another Christmas pageant troop will pack away the costumes and scenery, inspired with the feeling that they have completed a job worth doing.

Why Not
Block Print Your Christmas Cards?*

Toni Ford

Fun for family groups, friends, YOU

QUITE LIKELY YOU have thought of making your own block printed cards before, but just never got around to it. Or maybe you did try it, with poor results. You should have seen the first ones we tried—it would make you feel a lot better. However, we've had more experience since then, and the information we are writing here may encourage some beginner to make a start.

We'll start with the design. All the fancy tools, ink and paper aren't of much use without a good idea. It needn't be anything startling or intricate or tricky. Christmas, to all of us, is represented by certain time-worn symbols, and you can arrange any of these, or combinations of them, in an original and interesting way. Holly and mistletoe, pine boughs and poinsettia, candles and Christmas trees, deer, shepherds, babies and madonnas are just a few of the things that symbolize Christmas. The snow covered roof of a house means home—the center of our Christmas thoughts, and so it has a place in many of our designs for the season.

Begin by making simple sketches of some of these symbols that particularly appeal to you. Many of them could be used just as they are or with the addition of a border, or by just cutting out the lines of the design and leaving a background to be printed. Any of these designs could be worked out as a white line, a black line or a combination print. Where we cut the design lines into the block and ink and print the background, we have a *white line print.* When we cut the background away and leave the lines of the design in relief, we have a *black line print;* and when we do a little of each we make a *combination print.*

You'll need to consider your paper next. Sometimes the size of the block you cut will be influenced by the size of the sheets of paper you choose, so it is a good thing to decide on it before you actually cut the design. You want a paper that is absorbent. This is particularly important when printing by hand, because you cannot distribute the ink on the block as evenly with a hand roller as can be done on a printing press in the printing shop. You can generally find a satisfactory paper at a local printing establishment or an art supply house. Many cover papers will work out well, as will colored drawing papers and boards, charcoal papers and, when obtainable, such special block print papers as rice paper and the like. Kraft wrapping paper, in heavy weights, can be worked up well with red ink. Paper towels of the better grades will take an impression well, and so will many textures of paper napkins. These are especially useful when you do not have a press for printing and registry (locating the impression in the correct place) is a problem. In such cases, print on a small piece of paper towel, paper napkin or kleenex, trim or tear a square around the imprint, and mount this with rubber cement on your folder. You can make interesting cards in brown or red ink on government postal cards, or use other colors on suitable letter paper or correspondence cards. However, don't get paper with a linen finish; it doesn't look well. You can print your design on separate squares of paper, of contrasting color if you like, and mount the design on the top sheet, or on the inside sheet, of your note paper. This helps to solve that problem of registry, too. One of the best ideas, if your paper is fairly heavy, is to make the print in such a position on the flat sheet that, when it is folded, it need only be closed with a Christmas seal, addressed and mailed—no envelope needed.

Now you are ready to cut the block. Linoleum

*Reprinted from *Put Your Cards on the Table,* by Toni Ford, by permission of the Penland School of Handicrafts, Penland, North Carolina.

is widely used in place of wood these days. You can get scraps of battleship linoleum from the furniture store, which can be printed with a clothes wringer or can be mounted on a flat block for printing. If you can do so, however, it will be best to buy type-high standard printing blocks from your art supply dealer. If you wish to have your cards printed professionally at some commercial print shop, after your designing and cutting, the type-high block is a "must." If you can, get blocks with a white surface for greater visibility when you trace the design. If you can't get a block that is the correct size for your design, get a larger one and have it cut down at any print shop or at a wood shop. If you are careful, you can do it with the family hand saw.

There are two ways commonly used to transfer the design to the block. You may trace the design by using carbon paper directly on the face of the block, or carbonize the back of the design sheet with a soft lead pencil for tracing purposes. In the second method, the design is transferred by means of India ink and ammonia. The first method is generally satisfactory if the design is fairly simple and doesn't have much detail. Remember, in using this method, that any lettering that appears on your card must be cut in reverse on the block. The advantage of the India ink process is that all lettering is automatically reversed on the block, as is the whole design, so that when it is printed, it appears as your original design was drawn. To use this method, you first draw or trace over your design with India ink, just as you wish it to appear on the finished print. Use a pen for lines and a brush to ink in large areas. When the design is dry, place it face down in the correct position on the block, and lay a piece of blotting paper on top of it. Pour a generous amount of household ammonia on the blotter, place another blotter or piece of paper on top, and a piece of cardboard or flat strip of wood on that. Now place a weight on the top of the pile—an electric iron or some heavy book will do. In three or four minutes you will find the design perfectly transferred, in reverse, on the block.

Cutting tools are important. The beginner sometimes thinks he can do an acceptable job without the right equipment. We tried to cut our first one with a penknife and a razor blade. It just won't do. The right tools are so inexpensive that it doesn't pay to try to get along with unsatisfactory substitutes. A veining tool made especially for cutting line blocks can be purchased from any art supply source for thirty or forty cents. It's worth it. It's nice if you can have two—the small V veiner and broader U veiner. The former is used for fine lines and the latter for removing bigger areas and backgrounds. You can use a similar tool from a woodcarving set. There are special line tools on the market consisting of a variety of removable blades which can be inserted in a standard handle. These are very satisfactory and are also inexpensive. The cutting technique is rather simple. Hold the block firmly with one hand and keep this holding hand always behind the hand holding the tool. Some people, on the other hand, prefer to nail two strips of wood on a drawing board, in the shape of an "L." This arrangement holds the block steady while carving and allows more freedom for both hands. Turning the block works better than turning the tool, when cutting.

Hold the tool, for most cuts, with the end of the handle against the palm of the hand and the forefinger along the blade to guide it. Sometimes, for light cuts, you may hold the tool like a pencil. Make narrow cuts shallow; wider cuts and background areas should be removed to a greater depth. Light cuts are made by holding the tool more nearly horizontal. Raise the tool to an almost vertical position and push harder for deep cuts. Don't make vertical cuts — that is, cuts with straight sides. Leave a slanting shoulder so that the edge of the design will not crumble off with the pressure of printing. Be especially careful of this in making narrow border lines around your design. When you start printing, you may find that the background is printing where you did not intend that it should—you can then take the U tool and remove more material. Sometimes the background is part of your design and the accidental print lines are very attractive. This, of course, would depend upon the design.

When your block is ready for inking, test it by making several proofs. Much of the poor appearance of amateur prints is caused by carelessness in printing. There is first the matter of ink, and you will find that there are two kinds that will do an acceptable job—regular printers' ink which has an oil base, and watercolor printing inks. Don't try to use artists' oil colors or tempera or anything else. You can get printers' ink at almost any commercial printing shop, and in blue, red, green and brown as well as black. Composition rollers work best for spreading oil inks. These are made of gelatin, however, and have to be babied a lot. If you leave them lying on the slab, the rollers will flatten, and they must be kept away from any heat. If you aren't going to print a lot of cards, get one of the small rubber rollers, or brayers, that the art stores sell. They will do pretty well with printers'

ink and are the best things to use with watercolor inks. The latter have many advantages for the beginner. They dry in a nice flat tone and can be secured in many colors. They are easily spread with a rubber brayer and are much easier to clean up afterward than oil base ink. Before you put your printing things away, wipe the roller clean with a damp cloth. Do the same with the ink slab. It is necessary to use gasoline or kerosene for this job if you use printers' ink. A piece of heavy glass can serve as an ink block, and should be double strength, at least. Plate glass is better; while an old piece of marble from a marble-topped stand is best of all.

What are you going to use for a press? If your block is quite small, say not more than two inches by two inches, you can use hand pressure. Just place the block where you want it on the sheet, place one hand on it to hold it, and put the other hand on top and push. You can use foot pressure on larger blocks. Lay a couple of thick flat magazines on the floor (or a pile of blankets will be excellent for this purpose). Place your paper on the magazines and then center the inked block in the proper spot; place the ball of your foot down gently on the block and slowly let your weight down on it. Lift your foot straight off the block carefully so that you will not slide it and smear the print. It is a little hard to register the print in the right spot when printing this way.

Regardless of the method of making the impression, the manner in which the block is inked will affect the results very definitely. First of all, if you are using a piece of glass as an ink slab, be sure it is on a level surface so that you do not break it by the pressure of rolling out the ink. Don't get a lot of ink out on the slab at one time; squeeze out just a little—say a half inch, from the tube. Roll this out into a thin film by rolling the brayer up and down, and back and forth, and across and up and down again. The purpose is to distribute the ink in an even film over the slab, so that when the brayer is rolled over it a similar even film of ink is deposited on it. When you are inking the brayer, roll it along over the ink film far enough so that the roller makes at least one complete revolution; otherwise one side of the roller will be inked heavily and the other little or not at all. When you ink the block, lay the ink evenly over the surface by rolling the brayer all the way across a time or two, and then roll it across the other way so that every bit of the surface to be printed is covered.

There are a number of good block print presses obtainable from art supply stores. These range in price from three dollars to fifty dollars and are worth just about what you pay for them. You can do an acceptable job on the cheapest ones, and a better job on the better ones. Where you do just occasional work for yourself, one of the less expensive ones will be adequate. They are operated in different ways, and no general directions for their use can well be given here. If you can locate an old letter press, this can be used successfully. If your design is cut on a type-high block, it can be printed at any commercial print shop. Often this is a more satisfactory solution than any other. After all, you have had the fun of designing and cutting!

Since it is necessary to ink heavily in printing by hand (because you can't get a lot of pressure on a hand press and can't apply it very evenly on many), there will naturally be a pretty heavy film of ink on the printed card—more than is the case when printing on a power press. For that reason, it is not advisable, when printing cards by hand, to stack them on top of each other, because the fresh ink will come off on the back of the card above. Lay them out to dry on a flat surface, overlapping them to conserve space, but do not let any part of one card lay over the printed area of another. Try to work in a warm, dry room when using watercolor inks, since they contain glycerin and take quite a while to dry in a damp location. Ordinarily, the cards will dry in a few hours, no matter what kind of ink is used.

"The fascinating thing about riding a hobby is the fact that one never knows what the destination will be. One may think one does. But a hobby is both whimsical and tyrannical, and will often lead one into situations and make contacts for one that are beyond the wildest dreams of the imagination."—From *The Family and Its Relationships.*

Serious purpose was the keynote; but "never saw so many people have so much fun . . ."

The 1948 Recreation Congress

SUNNY SEPTEMBER WEATHER, blue Nebraska skies, "Welcome to Recreation" on the marquee of the Hotel Fontenelle, hearty midwestern hospitality—all these greeted over one thousand delegates to the thirtieth National Recreation Congress in Omaha, September 26-30. Forty-six states and several foreign countries were represented.

Opening day—and at congress headquarters the many guests milled about, greeting old friends, registering, getting their bearings. The hotel buzzed with activity. Exhibitors of the latest in recreation equipment hurried about, setting up their attractive and conveniently located displays —local exhibits in the main lobby; out-of-town dealers' exhibits on the mezzanine, immediately adjacent to the registration desk, consultation bureau and secretary's office; other out-of-town community exhibits on the first floor just at the coffee shop entrance where diners could not miss them. The display of recreation publications in the consultation bureau drew interested crowds, and the pages of the appointment book rapidly filled as visitors took advantage of the opportunity to get first-hand information and help on recreation problems. A congress press room was again placed at the disposal of delegates.

Meetings were crowded and enthusiastic throughout, and at the close of the session many were heard to remark that this congress had been "tops." This was singularly true. All attending were of one accord—intent on working out together ways in which a greatly needed recreation job could most effectively be done. Unity-of-purpose could well have been the watchword marking this particular annual pooling of experience and ideas.

Local citizens cooperated with the Omaha Recreation Department in extending hospitality to visitors. A local arrangements committee provided ushers, an information booth, entertainment whenever possible, and, in general, did everything possible to make the visit to Omaha comfortable and enjoyable.

From the opening session on Monday night to the closing words of Clarence L. Kirkland, chairman of the Park and Recreation Commission of Omaha—"While thanking is being done, we of Omaha want to do some thanking, too"—the congress was distinguished by a daily interchange of assistance between delegates and local groups. It proved to be a happy example of a national congress and a local community working together toward a common objective.

Scheduled events moved forward with the smoothness that is a result of careful organization. The congress received the help and guidance of a number of advisory committees in dealing with its various aspects.

Talks at General Sessions

Widespread comment and large enthusiastic audiences confirmed the fact that speakers at the evening sessions were particularly outstanding. Representing an interesting variety of backgrounds, and as authorities in fields pertinent to that of recreation, they were able to pass on to recreation workers experiences and observations in allied areas of work which were particularly valuable.

Dr. P. M. Bail, president of the University of Omaha, touched upon the problems of our world today, cautioned against complacency in the face of these problems, and stressed, as of top importance, care in the selection of competent personnel to meet the educational and recreational needs of 32,000,000 people. Said he, "It may be much too late to do something about these problems if we don't do something about the adults, those individuals who are running around in circles and don't know whom to follow, those who have a tre-

mendous amount of time which they are spending in a release from boredom, an escape from reality. Think what would happen to the 32,000,000 if we selected leaders with the wrong ideologies, who did not believe in American democracy, who did not have faith in the American people!

"When children come forward at graduation, too often we say, 'Now get out of here. We don't want to have anything to do with you anymore. You can't come back and play in our orchestra . . . You have been, of course, in our junior and senior class plays but we can't have you coming back to our little theatre because all of its time is filled up'."

Dr. William H. Alexander, the well-known and popular pastor of the First Christian Church in Oklahoma City, Oklahoma, who is known for his championing of recreation for young people, gave a stimulating and forceful talk in which he appealed to leaders of youth, as being in "one of the greatest jobs of the world," to avoid confused or prejudiced thinking, to love young people sincerely, and to maintain a positive attitude in working with them—giving them positive things to do. He stated: "You are not going to do anything for your young people unless you believe in them. Belief is the greatest lifting power in the world . . . I have seventeen boys paroled to me in Oklahoma City right now. *I have never met a bad boy!* . . . Young people today are basically clean, basically moral, basically honest, and more than anything else we need to believe in them, *let them know* that we believe in them, and when we do that—they will live up to the best they have in them."

The Honorable Val Peterson, young and enthusiastic Governor of Nebraska, vigorous supporter of recreation, told of the development of the needs for recreation within his state, making a plea that, generally, more be done in schools and churches everywhere—on a year-round basis. He spoke of the new state recreation opportunities which will grow out of the thrilling development of the Missouri River Basin. The citizens of Nebraska and adjoining states are cooperating in a gigantic project to control all moisture falling in an area of 535,000 square miles of territory, thus bringing new prosperity, new life to the dust bowl areas of the Missouri Valley.

At another evening session, Major General Lewis A. Pick, who directed the building of the famed Lido Road in the China-Burma-India Theatre of World War II, followed up the governor's announcement with a colorful story of the romance and hard work of this undertaking in the Missouri Basin, thrilling the audience with the statement that, upon completion, that area would become one of the recreation paradises of the world. General Pick is now in charge of that project.

T. E. Rivers, Congress Secretary, inviting Mayor Cunningham of Omaha to 1949 New Orleans Congress.

Dr. William C. Menninger, of the Menninger Psychiatric Clinic, president of the American Psychiatric Association, offered a forceful plea for the cooperation of professionals in the fields of psychiatry and recreation, giving an illuminating explanation of the relation of recreation and mental health. (See page 340 in this issue of RECREATION for full text of this address.)

On the other hand, Miss Margaret Hickey, editor, Public Affairs Department, *Ladies Home Journal,* chose the topic "Help Wanted: Women Partners for Recreation Leadership," in which she cautioned recreation leaders to seek the cooperation of community women in developing local recreation programs, warning them "never to underestimate the power of a woman." Said Miss Hickey, "I am talking about men and women becoming fully responsible partners in the community."

Dr. William Cooper, director, Summer Study and Adult Education, Hampton Institute, passed on to delegates some of the experiences in meeting rural recreation needs in Virginia. The following statement might be applicable in any state: "If we are to meet successfully the challenges of recreation in rural Virginia, we must build our program county by county, community by community, in terms of the interests and resources of the local people. We cannot have recreation *for* them, but must *help them* develop and improve their recreation program growing out of their interests and ideals."

Dr. James L. Woods Zwingle, president of Park

Unsuspecting Congress
Delegates Caught in—

Busy Moments

Omaha, 1948

Governor and Mrs. Peterson (center); Robert Hutchings, head of congress publicity, swing into action as square dancing starts.

Arthur Todd (right), NRA district representative in m
west, conferring with James Sears, Jefferson City, Missou

At publications display, R. Foster Blaisdell of NRA staff (left); Frank Anneberg, Kansas; Julian Smith, Michigan.

Delegates taking techniques of square dancing more serious
in one of the afternoon activities sessions in social recreatio

Youngest delegate, sixteen-year-old Belva Thum, Ithaca, Michigan, represents her chamber of commerce.

George Butler of NRA staff (left), in charge of congress consultation bureau, checks with Mr. Blaisdell.

Omaha Princess, Marie B. Bredbeck, head of local history display; Nelle Jenkins, Kansas City; Mr. Todd.

Exhausted, F. L. McReynolds, Indiana State Supervisor of Youth and Recreation, steals a "catnap."

Charles E. Reed, manager NRA field staff (left), "in conference." Mr. McReynolds seems refreshed.

College, Parkville, Missouri, spoke on "Recreation Challenges the Colleges." In pointing out that workers in both recreation and formal education are doing what they can to enable people to enjoy a better quality of life, he said, "The spiritual welfare of any people depends, in a large measure, upon a certain minimum achievement materially. *But,* when that material achievement becomes a goal in itself, instead of a means toward a better quality of human life, the material achievement ceases to have meaning . . . Thus it is not enough that you be simply leaders of activity or of what might be called fun. First of all, you and I must be philosophers of our profession and thus help create the philosopher citizen who is, in himself, a unit of strength, to produce and preserve the kind of life in which human beings can be worthy of themselves."

(Editor's Note: Text of the foregoing addresses will be available in the new Congress Proceedings.)

Schedule of Work

Widely known as a hard-working convention, the congress this year carried on this tradition more intensively than ever. A series of thirty-three panel discussions running through the week included such topics as Recreation for Older People, Family Recreation, Programs for Women and Girls, Training, Teen-Age Problems, Volunteers, Planning Neighborhood Areas and Buildings, Public Relations, Personnel Standards, Drama, Publications, and so on.

Each afternoon, scheduled activity sessions, led by specialists, offered a vigorous hour and a half on drama, arts and crafts, folk and square dancing, music and social recreation. In the Joslyn Memorial Building, Omaha's beautiful art center, arts and crafts projects were going on every afternoon, many of them being led by gifted local people.

In addition, new features of the congress this year were the three one-day institutes. Each institute was attended by about 100 delegates, and consisted of one and one-half hours of activities sessions, led by specialists; a luncheon meeting with an excellent speaker; followed by another one and a half hours of activities and an hour of discussion. Monsignor Luigi G. Ligutti, executive secretary of the National Catholic Rural Life Conference, who addressed the church recreation luncheon, made a plea on Monday for church-sponsored recreation which would enable the individual to intergrate the recreational phase of his life with other aspects, in the capacity of participant rather than spectator, in order to combat what he called "recreational illiteracy" throughout the world. He cautioned that dependency upon others, for spectator entertainment, might lead to dependency upon the state in other aspects of life, a general feeling of "let someone else do it."

On Tuesday, Dr. Carl R. Taylor, head of the Division of Farm Population and Rural Life, United States Department of Agriculture, addressed leaders from rural areas, saying, "Love of beauty is not weak and sentimental; enjoyment of play is not childish. Rather, true recreation is a creative experience." He declared that children should be taught its techniques and values.

The Wednesday luncheon guests, of the Small Town Recreation Institute, listened to Dr. A. F. Wileden, rural sociologist of the University of Wisconsin. Dr. Wileden stressed the need for a more positive emphasis in the field of recreation, and pointed out the importance of turning our attention, as recreation people, to the small community—to help in the development of strong local communities in our society.

Among special meetings, one full day was set aside for a meeting of chief executives of municipal park and recreation agencies, in which they might have an opportunity to thrash out professional, technical problems of the organization and administration of public recreation programs. Great satisfaction in the meeting was expressed by those who attended. An afternoon was devoted to "Polio and the Community Recreation Program," "Community Observances of Special Days," "Girls' Clubs." Other groups which convened, holding their own meetings, included women recreation executives, the Veterans of Foreign Wars committee on 1949 national softball and marbles rules, the United States Public Parks Tennis Association. In addition to the National Recreation School Alumni Association luncheon, the American Recreation Society held their tenth annual business meeting and luncheon, at which George Hjelte was the principal speaker. V. K. Brown was elected president for the coming year, and new fellowship awards were made.

Congress at Play

Singing at the general sessions of the congress is a traditional thing. This year, cooperation with the local community was evidenced even here, when spirited renditions of old favorites were led by local and midwestern leaders.

At the opening session in the delightful Joslyn Memorial auditorium, delegates were treated to the singing of the Iowa Rural Women's Chorus, as a demonstration of one of the outstanding leisure-time programs in that part of the country.

There are now seventy county choruses within the state, with many farm women singing fine music under able leadership. This really thrilling program is made possible through the Extension Department of the Iowa State College. The women are members because they love to sing, and they drive many miles to rehearsals after a long day's work in their farm homes. Every year these groups travel to district and state festivals, and each county chorus sings at many local meetings. Music has become a real force in many homes because of this program, and the influence and value of the choruses cannot be measured. This is recreation in the highest sense.

After the session on Monday evening, delegates took off their coats and really "went to town" when our old friend Ed Durlacher, director of square dances for the New York City Park Department, took over the ballroom and promptly started the huge crowd at "swingin' on down."

After this warming up, everybody turned out, on Tuesday evening at the City Auditorium, for a demonstration—in costume—by the Lincoln Council of Folk and Square Dance Clubs, followed by general square dancing for all. More than 150 dancers came from Lincoln, and other local square dance groups joined what turned out to be a colorful and gay affair. Ed Durlacher opened the ceremonies with a grand march which filled the whole auditorium, and which was impressively led by Tom Rivers, secretary of the congress, and Margaret Hickey, of the *Ladies' Home Journal.* After the first few dances and awarding of costume prizes, Mr. Durlacher turned the occasion over to local square dance callers. Sets were broken up so that each included both local dancers and congress delegates—the former being asked to help the visitors through the more unfamiliar dances. Delegates, however, rose nobly to the occasion, and stepped out with such vigor that a spectator with a bird's eye view could find no "struggling" laggards among them. The local press said, "Never saw so many people have so much fun in the old place . . . Boy, what a beating the floor of the old City Auditorium took!" This affair was especially staged for the congress by the Business and Professional Women's Club of Omaha, and to them we owe our congratulations and thanks.

On Wednesday afternoon, tours were arranged for those who wanted to see Boys' Town and other local points of interest; while the evening, after the general session, was devoted to ballroom dancing which started off with a grand march and included so many "mixers" that all formality was dropped before it even started. Joy Wheeldon, recreation director of Johannesburg, South Africa, taught a South African dance, involving a circle formation and much moving of the shoulders. During the next few minutes of authentic atmosphere, the Fontenelle ballroom was filled with the rhythm of the jungle.

Industrial Conference

The special Industrial Recreation Conference, held during the first two days of the week, was attended by representatives of many of the country's leading industries, among them—Chrysler, Ford, General Motors, Allis-Chalmers, Pillsbury Mills, railroad and airline companies, chambers of commerce, as well as by representatives from manufacturer associations and labor groups, and community recreation departments.

The spirit of these meetings, which were well-attended, was in keeping with that of the entire congress. At the first session, O. L. Allman, director of industrial relations, Associated Industries of Missouri, St. Louis—as principal speaker—started the ball rolling by talking on the subject of the recreation program's effect upon relations among employees, between employees and management, and labor unions and management.

At the Tuesday luncheon, Ray Kooi, supervisor of employee recreation at the Ford Motor Company, was the main speaker. Mr. Kooi gave a vivid description of their many activities, other than athletic and physical activities, which might be included in any employee recreation program. Interesting, among several that are unique, was an account of what is being done in the Ford company to help employees with their vacation plans.

Other conference meetings considered such topics as: Selling Employee Recreation to Management; Personnel Standards for Industrial Recreation Directors; Building Employee Recreation Programs; Recreation Programs for Plants Over 2,000 Employees; Recreation Programs for Plants Under 2,000 Employees; Interplant Industrial Recreation Associations. Round table discussions

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Because it is impossible to summarize in RECREATION all of the interesting sessions of the congress, the full proceedings—including addresses, summaries of discussions and a report of the industrial sessions—have been gathered together and sent to the press. This storehouse of valuable ideas and material will be available sometime in January, *but,* as only a limited number of copies are being printed, we advise that orders be sent *at once* to the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y. Price: $2.25.

covered such problems as those of: organization, administration, finance, family activities, special events, activity programs, women's activities, union recreation programs. In reference to the last topic, John Strobel, recreation director of the Wisconsin State Federation of Labor, stated that he could see no reason why labor unions could not cooperate with other employees in the conducting of an employee recreation program.

Next Congress

Announcement of the time and location of next year's congress was made, thus giving community recreation departments ample time for planning. The Board of Directors has selected New Orleans as the meeting place, September 12-16, 1949. In extending an invitation to all, Mr. Rivers said: "Many factors were considered in making this decision. It has been twenty years since a congress has been held in the deep south. There have been extensive developments in that area—one of the most outstanding during the last eighteen months being that in one of America's most picturesque cities, under the dynamic leadership of the Honorable deLesseps Morrison, young and progressive mayor of New Orleans . . . We want everyone here to be with us, and each of you to bring an additional delegate!"

Basketball Shooting Competition

THE BOYS AND girls were excited, and very proud. The mayor of the town, a group of county executives and a city newspaper representative were formally presenting awards between halves of the big game. Twenty-four young basket shooters, under twenty-one years of age, were lined up, awaiting their turn—they were the champion shooters of Erie County. This scene took place in the Memorial Auditorium, Buffalo, New York, in January 1947.

While the above event was most satisfying to the twenty-four young people involved, it actually was the result of a much more important project to those interested in youth recreation in that county. To them the salient fact was that during November and December 9,302 girls and boys of this county had taken part in these qualifying competitions. As that is quite a number of young people, it does not seem out of place to examine, in some detail, the form of competition which attracted so many.

The "1947 Youth Basketball Shooting Championships of Erie County" were the goals of the contestants. It all came about this way:

In the early fall of 1946, J. Y. Cameron, Jr., Director of the Erie County Youth Bureau, was seriously pondering the type of competition he might suggest to assist organizations in conducting a program for the youth of the county. The type of activity desired was one which would be simple and easy enough to permit its promotion by municipalities and local organizations with a minimum of effort and expense. It also would be one which would offer Erie County's young people an organized, wholesome activity which they could enter as individuals, without organizing a team; one in which the possibility of injury, because of lack of physical conditioning, would be practically zero. It would be a competition which would keep them interested and busy; one in which even minor deformities would not prevent participation; and, lastly, one which would enable them to have the chance of winning public recognition and awards. Basketball shooting, along the lines described below, seemed to be the answer, and so contest rules were drawn up which stated:

1. Competition will be held in six separate groups: *junior* girls and boys under sixteen; *intermediate* girls and boys under nineteen; and *older* girls and boys under twenty-one, all ages as of January 31, 1947.

2. An official attempt consists of the following fifteen tries, to be taken in the order shown:

None, one or two (at most) practice shots from line one, clearly indicated by the contestant, in advance, that they are to be practice shots.

Five shots from line one, (the free throw line) counting one point for each basket made;

Two shots from line two;

Two shots from line three;

Two shots from line four, counting two points for each one made;

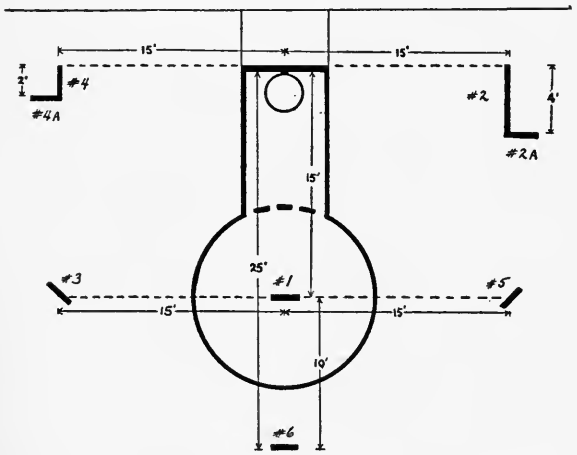
Two shots from line five;

Two shots from line six.

A contestant's score shall be the total of points made in one official attempt.

3. In the event of a tie, contestants so tied will take one shot in order (with no additional practice shots) from each of the six lines, scoring as indicated above.

4. The manner of shooting is optional—one hand, two hands, underhand, overhead, from the chin, and so on. All shots are permissible as long



as the contestant, having declared "ready to shoot," takes no steps, nor touches on or over the specified lines until the ball has left his hands. A jump shot is permissible.

The organizational set-up within the county was planned so that almost every young person could take part. All youth organizations, public or private, by means of publicity, were invited to hold a community contest. These contests, organized in whatever manner a particular organization desired, were held during November and December, with a contestant having the right, as far as the local promoters' time and fairness to other contestants would allow, to make as many official attempts as he wished during these two months. His best official record counted as his score. Between the fifteenth and twenty-eighth of December, each winner of each group participated in the respective municipal championships, held once only, at a prepublicized time and place. Then on January fourth, in the State Teacher's College gymnasium, all of the municipal champions (first, second and third in each group from Buffalo) competed in quarter county qualifiers. Eliminations brought down to four, in each of the six groups, the number of eligibles for the championship finals.

The schedule of finals—Intermediates on January ninth; Juniors, January eleventh; and Olders on January eighteenth — was held between the halves of the college doubleheader basketball games, at Buffalo's Memorial Auditorium before an audience of 4,000 to 9,800 people. The following table shows the extent of the participation:

Municipality	Number Contestants	Number Community Contests	Number Municipal Champions in Quarter County Qualifiers	County Prize Winners
Buffalo City	5,438	44	17	7
Lackawanna City	2,117	21	6	5
West Seneca Town	884	3	4	2
Clarence Town	151	2	4	0
Lancaster Town	149	2	5	1
Tonawanda Town	142	3	4	1
Hamburg Town	131	1	2	0
Amherst Town	112	3	4	1
Aurora Town	89	2	4	2
Cheektowaga Town	75	2	5	3
Alden Town	14	1	4	2
	9,302	84	59	24

The spirit of cooperation which existed among the recreation directors, public and private clubs, and private citizens in handling these promotions was excellent, and was evident, too, among the approved basketball officials in that area, the Buffalo State Teacher's College, and the Canisius College Athletic Association. The *Buffalo Evening News* also deserves commendation for its excellent assistance in sponsoring the awards. Each group community contest winner was awarded an *Evening News*-Erie County Youth Bureau winner's certificate; each municipal champion received a municipal championship certificate; and the winners of first through fourth places in each of the six final groups were presented solid gold lapel pins, depicting a basketball on the rim of the basket in relief, and engraved with position won, year, and the individual's initials. In addition, the six individual champions received attractive jackets.

Credit for actually inventing a new game is not claimed by the Erie County Youth Bureau director. He readily admits that he merely put a combination of several informal practice games such as "50," "21 follow up," the old style "foul-shooting contest," into worded rules, very successfully.

Gaye Parties
for Ye Moderne Pilgrims

(Thanksgiving)

The Youngsters Celebrate

Invitations—Cut out little shapes, suggestive of Thanksgiving — turkeys, pilgrim hats, pumpkins and the like; or use birch bark or birch bark paper for a two-page invitation and pin it together with a small arrow or a split stick.

Decorations — Design large, colorful turkeys made from cardboard; huge pumpkins, a horn of plenty. Place cornstalks, decked with bright orange bows, in the corners of the room. Use effective lights, fall leaves and flowers; an improvised Plymouth Rock and large sketches on cardboard cut-outs of the Mayflower, Pilgrim and Indian scenes.

A costume party always adds extra fun to the festivities, so suggest that the boys and girls wear appropriate Thanksgiving outfits.

Refreshments—The food to be served depends upon the time of day and the age of the children. Cider, doughnuts, pumpkin pie are suggestive of the season. Popcorn balls and apples are equally appropriate. For a special treat, serve turkey sandwiches, honey cookies, chestnut ice cream, candy corn.

Games—These can be of the active sort and many old favorites can be varied to suit the occasion. For example, instead of pinning the tail on the donkey, youngsters can pin the comb on the turkey; Follow the Leader can be changed to Turkey Trot; Button, Button can be called Hunting the Thanksgiving Turkey. A liberal use of small prizes and favors—such as corn cob pipes for the boys, and bracelets made of corn for the girls—will add much to the success of the entertainment. Try the following:

Turkey Cutting—Each child is given a piece of brown paper and a pin. He is asked to cut a turkey from the paper with the pin, and color it with crayons. The one who has the best turkey when the time is up is given a little prize.

So Do Teen-Agers and Adults

Invitations—May be written on fruit and vegetable cut-outs; on paper turkeys; or on cards designed as autumn leaves, with the invitation itself written according to the queer spelling and expressions of the sixteenth century.

Decorations—Mask the lights with cardboard lanterns decorated with turkey silhouettes. Have orange paper streamers radiating from a bunch of colorful balloons in the center of the party room. Along the streamers, hang cut-outs of pumpkins, ears of corn, leaves and other appropriate symbols of the season. Arrange stacks of cornstalks in corners or in large earthenware jars. Bowls of fruit, nuts, vegetables can lend an atmosphere of festivity and plenty. Turkey, horn-of-plenty and Pilgrim motifs can be added in table decorations, favors or prizes.

Refreshments — This group will be just as pleased as the youngsters with the festive foods mentioned for the children's party.

Games—Try the following to help make your party a merry one:

Dramagrams—Divide the guests into two teams. Each team makes up a list of short quotations, book titles, slogans and the like. The captains of each side exchange lists and then one player on each team is told the name of the first proverb or title. That player then tries to convey the phrase to his teammates by acting it out—in pantomime. He holds up his fingers to indicate the number of words in the phrase, and members on his side may question him as to whether it's a quotation or slogan to which he is referring. Then the player starts his acting, starting at any word in the phrase and indicating the place of the word by holding up his fingers. For instance, suppose the quotation is "Give me liberty or give me death." The player holds up seven fingers. Then he holds up two fingers to indicate the second word and points to himself. He interprets each word until his teammates can guess the complete phrase.

Playing Out Problems in Socio-Drama

A Discussion Method for Older Rural Youths*

SHAKESPEARE SAID, "All the world's a stage and all the men and women merely players"; and each of us constantly proves this point by playing —consciously or unconsciously—a number of real-life roles (the father, mother, lover, sweetheart, the son or daughter, wage earner, church-goer, and so on) in the complicated drama of living.

Through socio-drama we can watch these roles as they develop in typical conflict situations. We can compare our own way of playing a role with the role-performance of the other members of our group. How adequate are we in difficult real-life situations? What new skills and attitudes do we need to develop, to become effective members of our own communities, effective citizens in a representative government?

Suggestions for the Use of Socio-Drama

Socio-drama is a discussion method. The basis of the discussion is an extemporaneous dramatization of some problem or real-life situation by members of the discussion group.

What Does It Take to Play Socio-Drama?

a. A "Director of Production," who corresponds to the discussion leader of a forum group, and whose job it is to keep the action going spontaneously.

b. Participating actors who take the roles required to play out the situation decided upon. These actors need not try to be "dramatic," but need only to play their roles as realistically as they have seen them in real life. Of course, a further responsibility is to develop the conflict as clearly as possible and to keep the action going until the director stops them.

c. Participating audience made up of those who can sympathetically consider the problem being enacted, who can extend the thinking of the group by thinking through alternative solutions to the problem, and who can even "go into action" themselves to demonstrate their points of view.

Socio-drama works best with groups of around twenty-five persons to permit maximum participation by the audience. Demonstrations may be given before larger groups.

How to Start to Play Socio-Drama?

Some simple illustration might be used to demonstrate the socio-drama method before a new group—such as a speeder and a traffic cop. The procedure might take the following form:

a. The director asks for a show of hands of those who would like to own a new automobile. Two young men and a young lady are asked to come to the stage.

b. Two chairs are arranged as the front seat of an auto. One young man is asked to take the young lady for a ride and point out the new features of the automobile, and so forth.

c. As the ride proceeds the second young man can be tipped off secretly to play the role of a traffic cop.

d. The young man driving the car is then encouraged to show how fast the auto will go. At the proper time the traffic cop is signaled to make his entrance from the rear.

e. The director then encourages an argument. The argument may be stopped from time to time to get ideas from the audience. The players may

*Reprinted from an adaptation of an outline developed by Robert B. Haas, former instructor at Ohio State University High School. Put out by Ohio State University, cooperating with the U. S. Department of Agriculture; Agricultural Extension Service —H. C. Ramsower, Director, Columbus, Ohio.

be asked to try out the suggestions, or the persons making the suggestions may be asked to come to the stage and take over one of the roles. Another procedure is to reverse the roles (the traffic cop taking the role of the driver, and so on), especially when one of the characters is dominant or is inclined to be "fresh."

f. Following this demonstration the director can continue the discussion with questions such as, "What is the purpose of the traffic officer?", "Why do we need traffic officers?", "Who hires them?"

The above demonstration need not take over ten to fifteen minutes. It then can be followed by playing out real-life situations. The director may have the audience help decide what characters or role-types are needed to enact the situation, and how each role might be played so that the conflicts are clear.

Summary of Techniques Used in Socio-Drama

a. Actualization—or simply acting out spontaneously the roles that are embedded in a particular situation.

b. Role taking—"taking on" or "carrying" roles which are required by the situation.

c. Interaction—reacting with the other members of the cast as you think your role requires.

d. Role reversal—the director may switch two members of his cast in order to give them insight into one another's roles. This is a good test of role sincerity.

e. Auxiliary coaching—the director may suggest ways of "pointing up" the conflict to a member of his cast *during* the performance; or the members of the participating audience may make suggestions to the role-takers to help them from time to time.

f. Discussion—of how the different roles were enacted, of how the different conflicts were solved, of other ways to approach the problem, of other problems which may be suggested. Such a discussion can be carried on very fruitfully during and after a socio-dramatic session. Socio-drama can be used by groups to clarify and test adequacy of social habits, skills, attitudes, values —in action.

Situations for Consideration

Under the direction of your director, try to decide what characters or role-types would be needed to enact some one of the situations below. Try to decide how each of these roles might be played so that the conflicts are clear. How would each of the persons involved think, act, and talk if they got together and tried to "work things out?"

a. Jean is an eighteen-year-old girl who was very close to her parents until she overheard them discussing her boyfriend, Ted, and discovered that they didn't care for him at all. Jean is very fond of Ted, who has asked her to marry him when she finishes school next summer, and she finds that she must either reconcile her parents to Ted or else make the decision to marry him against their wishes.

b. The young people in a small community have started a youth group. They meet for a few weeks at a local church. Even the minister agrees that social dancing is an appropriate activity for them, but because of local tradition, he does not feel free to have them dance at the church. Failing any other meeting place, the young people decide to approach the high school principal for the use of the local school building after hours. The principal is responsible to a tough school board for all of his decisions. Many of the board members are prominent in work at the church, too.

c. Bill works for his father on the farm. He knows that the war years have been the first financially easy ones his parents have ever had, and that every penny of the family money is accounted for in advance. He gets a moderate allowance from the profits, but, since he last year chose the farm as his life's work, he feels that some more business-like arrangements should have been made with his father. For example, sometime he may want to marry, or to have a car of his own when he can afford it. Right now both seem impossible. He does need more allowance, however, because he has found a girl in whom he is interested.

d. Larry has been working hard to become financially independent of his parents by raising and selling some livestock of his own. While he is having a late breakfast with his father and mother on Sunday morning, that nasty neighbor storms in to accuse Larry of letting a bull get out and destroy his vegetable garden. Neither Larry nor his parents have ever met the neighbor, who keeps vicious dogs around his place and discourages visitors of any kind.

Groups should be able to describe many other real-life situations similar to those above.

"The art of the theatre is the oldest of the arts known to man. Before ever there were written records, or pictures, or even the beginnings of speech, individual prehistoric men demonstrated to their fellows how they had stalked or been stalked by their natural enemies and how, in the encounters which followed, they had emerged victorious. . . ."—*Herschel L. Bricker* in *Our Theatre Today.*

Hobbies

Miniature Movies For Moppets

Amy Elizabeth Jensen

One of my hobbies is the making and collecting of tiny things of many kinds—furniture, outdoor settings, novelties, toys and dolls—and using them to make colored movies or series of stills for children. Youngsters are delighted with these entertainments, for they are enchanted with anything of Lilliputian proportions.

The themes for these pictures are seasonal activities, nursery rhymes, original and other poetry, fairy tales and other stories, variety shows, sports events, and other subjects which are of interest to juveniles.

Most of the pictures are exposed indoors, using tabletop scenes; but some are taken outside. To secure the proper perspective for those taken inside, a long, wide, unfinished table is used. Sets are made from discarded articles of many kinds, and from easy-to-obtain, inexpensive material. Mountains are constructed of painted clinkers; twigs with artificial leaves look like real trees; in some scenes the flowers are tiny real ones, while in others they are cut from old boutonnieres; grass is real or is made from green roofing paper or dyed sawdust; salt, soap chips and artificial flakes make snow; water from a hidden hose forms a running brook. Buildings are toy ones, or are made of cardboard cartons or plywood. Wind-up, mechanical, jointed, or electric toys are sometimes used—boats, trains, automobiles, animals, and so forth. For interiors, plywood furniture is built to scale, and rooms are complete with Turkish towel rugs, curtains, and accessories fashioned from costume jewelry and other novelties.

Pursuit of the hobby of collecting miniature objects has led to charming entertainment for many children.

Using a little ingenuity, weather and other effects are easily created. An electric fan makes a windstorm, and when artificial snow is thrown into one, a raging blizzard is provided. Water from a sprinkling can furnishes a shower. Crumpled tissue paper burning in a fireplace gives the feeling of cozy warmth, and real smoke pouring from a chimney gives a house a lived-in appearance. Revolving stages and moving platforms are used for vaudeville shows.

Tom Thumb actors are jumping jacks, mechanical figures, jointed dolls and pliable wire-bodied ones. Motion for these is obtained by manipulating slender wire and strings attached to them, and also by altering the positions of the body parts and by moving the dolls themselves.

World at Play

New General Extension Division project of University of Florida is leadership training course—here conducted by Anne Livingston, NRA training specialist.

Stamp Collectors, Please Note!—Highlights of American history, portrayed in colorful poster stamps, is the objective of the Florida Historical Research Institute. The initial series, featuring twenty-four Florida poster stamps, is planned as an attraction of Florida History Week, December 5 to 11, first anniversary of the official opening of the new Everglades National Park. Each year's stamps will supplement previous productions, and the plan to expand the program nationally opens an opportunity for collectors to compile a pictorial history of absorbing interest.

The Florida Institute is now offering charter memberships at one dollar, which will include the first issue of twenty-four stamps and an album with related research data for each scene pictured. Similar institutes will be planned for other states.

●

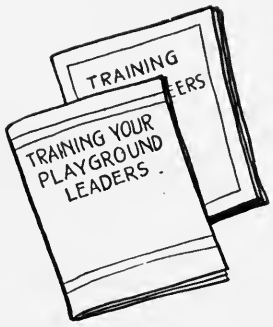
Something to See—Here's a novel addition to your sightseeing list—the Biltmore Industries of Asheville, North Carolina, known as "the largest handweaving establishment in the world." A visit to Biltmore Industries will enable you to see every process of dyeing, carding, spinning and handweaving. You may even be able to see hundreds of yards of homespun hung on the tentering fences in the sun—a procedure followed for centuries in Scotland. Guides escort guests through the shops every half hour.

A Creative Christmas—The products of Kris Kringle's workshop—both good and bad—are again under the strict observation of the Committee for Better Playthings—an organized group of leading child study experts, educators, psychiatrists and pediatricians. These experts have inaugurated a campaign to make this a "creative rather than a gadgety Christmas," and are serving as a board of review, to point up for the press and child study groups significant trends in toys, books and record fields which are contributing to the play life of the child.

●

Writing Contest—The American Technical Society announces its fiftieth anniversary textbook manuscript contest to encourage the preparation of text and reference material for students above the elementary school age. The subject matter should encourage education for adjustment to life and help young people to acquire information, skills, habits, attitudes which will lead to living fully and making profitable contributions to society. Readers of RECREATION who enter the contest might use as a subject, education for a recreation profession. Anyone may submit a manuscript to the Society before December 31, 1949 to be eligible. For further information, write to the American Technical Society, Drexel Avenue at 58th Street, Chicago 37, Illinois.

Publications and Your Recreation Job



ALL WISE AND alert recreation executives and leaders are aware of the vital importance of the use of publications in the planning and carrying out of a well-rounded recreation job. They recognize publications as essential tools in getting that job done to the best of their ability. They realize that good use of printed materials is well worth the careful thought and planning entailed.

Such publications can be classified into two categories:

1. Those which bring to us, as recreation workers, the latest thinking on the why's and wherefore's of recreation, its philosophy, new methods of work, information as to things that are being done in other communities, new administration, organization and program ideas, news of our fellow workers;

2. Those publications which we ourselves put out as a part of our recreation program.

a) To interpret and promote this program among citizens of our community, visitors, those national organizations whose cooperation we may desire. Such publications might take the form of reports, guides, promotion leaflets, periodic publications in the form of news sheets, and so on.

b) For the use of fellow recreation staff members or for volunteer leaders, suggesting outlines of work, programs, how-to-do materials, new program ideas, manuals, guides, inspirational materials.

c) In cooperation with a group of constituents publishing material as a part of a program activity—printed programs, news sheets, instruction sheets, manuals.

d) In preparation for outside publication—such as books, pamphlets, magazine articles on various aspects of our work.

In the case of all materials, whether put out by ourselves (or by others in our department) or received from other experienced workers in our own or allied fields—there is one point at which many of us break down. That is, at the point of effectively using the materials ready to our hand. Many of us, for instance, subscribe to national publications in our field—publications put out for the express purpose of helping us. Just as the doctor subscribes to the Journal of the American Medical Association, and turns to it for latest treatments, diagnoses, symptoms, scientific developments, news of new fields of medicine, which are so important to him, so we subscribe to the periodicals of our own national organization, or of other national organizations in the recreation field. Each month these materials come to our desks and peer at us among our morning mail. What happens then? What do we do with them?

Are we "too busy" to bother with them at the moment and do we put them aside for future reference? Do they become buried under papers, in a drawer, forgotten, never again to see the light of day?

Or—are we alert to the fact that they may contain just that bit of information or suggestion that we need at the moment; that they may carry good ideas for the new crafts group, playground program, and so forth; that other members of our staff and volunteers need the new ideas, help, stimulation and fresh thinking which these pieces of material carry; that they may contain just the right words to help win the support of hard-headed Jasper Jones on the citizens' committee?

Do other staff members see them? A few copies of RECREATION, for instance, casually left about the recreation center, might stimulate interest in new program activities, help people see what other communities are doing in recreation; while a few copies taken to a committee meeting might help you sell a new program interest, a new organizational set-up, an idea for new equipment, and so on. A few good photographs of teen-agers square dancing, clipped and tacked on a bulletin board in a prominent spot, might show *your* young people that teen-agers in other communities think square dancing is pretty "hot stuff." How many copies

of the magazine do you receive, and *how do you use them?*

Some additional ways of putting publications to work are: to display them conspicuously in a spot where they are accessible to all leaders; to have it known throughout your department the date of their receipt and that they are available to all—staff and volunteers alike; to use them as program stimulators for specific activities groups; to go through them carefully for your own information and to make a list of the pertinent and useful articles and materials received and post this on a bulletin board, prominently placed; to take them with you to committee meetings of either citizens or staff, call attention to them, pass them around, let them work for you. Look through your magazine or bulletin files for help with specific projects—festivals, plays, community celebrations, parties, seasonal ideas.

One way of keeping your staff (and yourself) on their toes is to see that all of you are familiar with all the latest developments, accomplishments, methods, thinking, in your field. Don't work in a vacuum; don't isolate your staff from those things which will help them be better staff members, do better jobs, stimulate their thinking. What would be your opinion of the physician who was ignorant of the latest treatment of cancer, the new discoveries regarding polio, the stand of the AMA on current questions important not only to the profession but to the layman as well?

In regard to the materials which you yourselves put out—those leaflets that seemed such a good idea at the time, that manual written and issued by the new hobby group, that weekly news sheet that the teen-agers are so proud of—how are they used? Do you carefully plan their promotion and distribution for the purposes of interpreting your program, recruiting new participants of laymen and citizens whom you have not reached, winning new people to your support, passing on program ideas to others? Have you ever encouraged volunteers, skilled in some particular hobby, to share it with other members of their group, or other groups, via printed suggestion sheets, how-to-do materials? Do you encourage groups to undertake such projects on a cooperative basis? Have you realized the program possibilities of such a project?

Content

In putting out publications of our own, how do we go about it, anyway? Too many of us embark upon such an undertaking knowing little or nothing about it, taking too little time for careful thought and planning, with the result that these publications too often bear witness to our lack of experience, too often fall short of filling the purpose for which they were intended, too often are unattractive, ineffective—a waste of time, effort and money.

Important steps in planning are:

1. Careful consideration of *purpose*: in what way will the publication be used, what is it *for?*

2. Careful consideration of *audience;* for whom is it intended: educational and cultural background of audience; age group; staff-members, administrative or program; volunteers; participants in program, citizens' committees, audience knowing nothing of recreation, local or national audience?

3. Deciding *how* to make it most useful:

a) Consideration of content—what is most needed?

b) Presentation—shall it be ABC's or advanced, informal or formal, gay or dignified; will it be important to include suggestions as to how-to-use this material; clarity, simplicity, practicality?

4. *Form*: This includes format, design, layout; use of type versus photo-offset, versus mimeographing; problems of illustration, engraving. If you have definite ideas as to how your material should look, try your hand at doing your own layout. It's fun. However, it will save time, headaches, and often money, to talk it over with your printer first. You'll find him liberal with good suggestions, at no cost to you. Also, he will advise you as to comparative costs of printing, photo-offset and so on. Make up a rough dummy, actual size, to show him—indicating placement of text and illustrations. Beware of presenting too much solid reading matter. This scares readers away. Break up your text with white space, subheads, art work; don't crowd too much on one page. Be sure to place your department identification in a prominent spot. Remember that if photographs are to be used, they must be marked for reducing or for blowing up to proper size. This should be done as the layout is made up, and not afterwards. Do not send layout and photographs to a printer without first dealing with this problem; the pictures may be the wrong proportion for the page and thus not usable.

If you wish to have the help of a professional artist for your layout, talk it over with him carefully; be sure that he understands what you want.

5. *Distribution*: Plan your distribution of the material as far in advance as possible. Groups to receive it are, of course, determined by content and purpose of the publication.

a) If for promotion purposes, some of the ways of distributing are: through civic groups, local organizations, PTA's, church groups. Place a table of folders in a prominent place in your recreation center, with a poster above it, using challenging questions or quotes from the folder. Use art work from the folder; look for talent in your center and ask your art groups to make arresting posters to display, with a supply of folders, in other places in town—the public libraries, banks, post office, bus and railroad terminals, stores, neighborhood meeting places, offices—when possible. Ask the cooperation of local public utilities companies in enclosing a leaflet or flier in their monthly bills. In announcing a playground program, some departments have prepared printed announcements to be passed out to children in school on the last day before summer vacation. Be sure to have your department name and address on every folder.

b) Publications may also be put out as a program project. Use among other groups as a program stimulator; distribute to local organizations as a recruiting device; explore your community for folks who would be interested in receiving such material; post on bulletin boards; let the group responsible for the project plan ways of distribution among their friends. Get the editors of your local papers to write up these projects, and include an announcement that copies are available upon request. Give members of the group public recognition for their efforts. Give a copy of the material to *every* volunteer.

When promoting some particular project, such as a new swimming pool, a new playground or new program, it is a good idea to start a special bulletin board in your center, with clippings of all sorts on the subject. Encourage different recreation groups and clubs, and others who drop into the center, to contribute further clippings from newspapers, magazines, and so on.

Use printed materials in your volunteer training groups and staff meetings, and encourage their use as a part of in-service training.

There are many ways of making publications useful in developing a well-rounded recreation program. Have you tried? (Editor's note: RECREATION would welcome brief accounts of how *you* use and distribute materials. Won't you let us hear from you?)

Christmas Gifts

MEMO

TO ALL THOSE FRIENDS INTERESTED IN RECREATION, AND TO THOSE WHO SHOULD KNOW SOMETHING ABOUT THE RECREATION MOVEMENT:

Send a Subscription to Recreation Magazine

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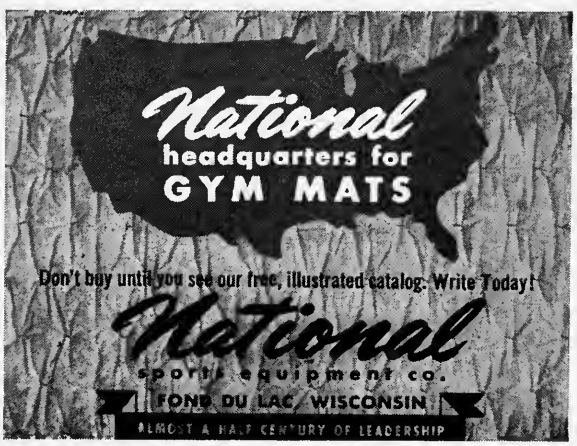


Recreation News

Surplus Play Equipment

The War Assets Administration has announced the availability of about $150,000 worth of surplus athletic, game room and playground equipment for free distribution (except for handling costs) under the provision of Public Law 652. This material consists of 100,000 dart games; 78,000 backgammon games; 60,000 checker games, and 6,500 parchesi games. Also available is about $25,000 worth of sports equipment, consisting of varied items in small quantities, as well as 1,600 head protectors for boxing and 1,400 training bags. States and their political subdivisions and non-profit organizations are eligible to receive this material.

The distribution is being handled by Sports America, Incorporated, and requests for equipment should be sent to its nearest regional chairman. On the list of the company's chairmen are: Ed Danforth, *Atlanta Journal,* Atlanta, Georgia; Lou Niss, *Brooklyn Eagle,* Brooklyn, New York; Jack Carberry, *Denver Post,* Denver, Colorado; George Barton, *Minneapolis Tribune,* Minneapolis, Minnesota.

Bogota's First Playground

Bogota, Colombia, has its first modern playground. It's a gift from Professor Salvatore P. Lucia, of the University of California, who felt that there were too many children wandering in the streets with no means of diversion. The professor is a member of a mission of United States scientists visiting the city and Medellin, under the auspices of the Unitarian Service Committee. His gift will be used as a model for other playgrounds to be built throughout the country.

Winter Sports Thrill

Aero-skijoring—a new winter sports thrill—has been discovered by Middlebury College skiers in Vermont. Only the most proficient hickory slat users should attempt this past-time, however, since the skier travels fifty-five to sixty-five miles an hour while holding a rope hanging from a low-flying plane. Last year, some runs were made on Lake Champlain and experts found that the best time to participate is after a fresh snowfall.

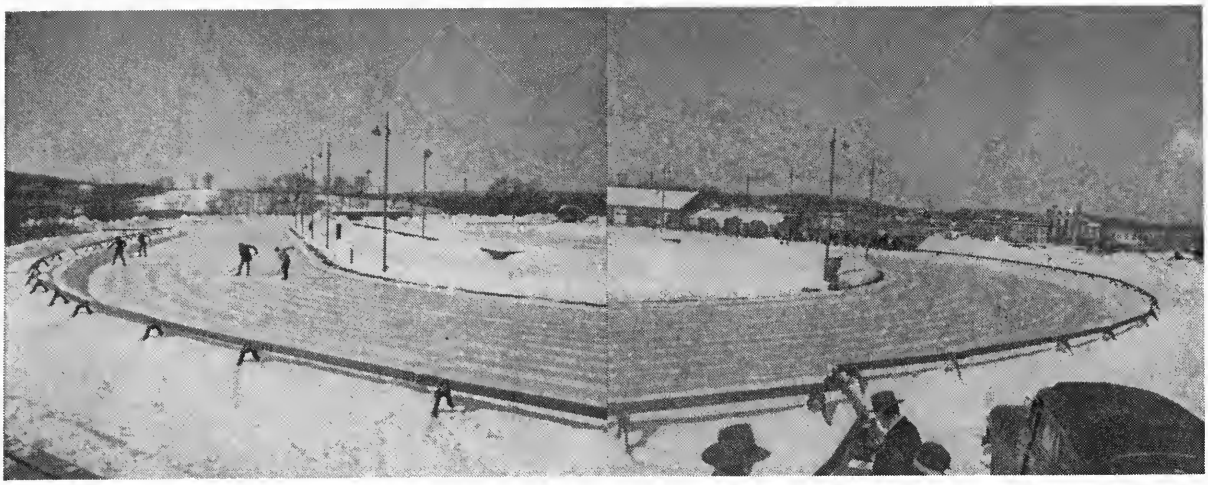
Jersey Federation Gets Results

After a twelve-year battle in the legislature, the New Jersey Wildlife Federation—an affiliate of the National Wildlife Federation—this year was able to obtain the endorsement of a bill making striped bass (rockfish) a game fish in the waters of the state. The Federation also sponsored a bill providing for a special season for hunting deer with bow and arrow, and defeated two bills which were introduced in the New Jersey legislature—one which would have required the registration of all firearms owned in the state, and the other which would have placed fish and game wardens under the state police.

Columbia's General Speaks

More than 1,200 students of Columbia University's undergraduate college for men gave hearty cheers to General Dwight D. Eisenhower during a campus meeting when he assured them that he considered the expansion of the college recreation facilities one of his first duties as president of the university.

The General said: "The day that goes by when you don't have some fun is not only unnecessary, but un-Christian. If you don't have it, you are not being true to yourself." He stated that a student center on the campus, a new gymnasium, and the improvement of Baker Field are the most important needs of Columbia at the present time. He promised he would work toward their realization.



Permanent Ice Skating Rinks

and Their Use as Year-Round Recreation Facilities

Douglas G. Miller

TWENTY YEARS AGO the recreation department in Newburgh, New York, began experimenting with the construction of outdoor ice skating rinks and learning the methods to be employed in building ice. Various types of rinks were tried on tennis courts and athletic field grounds, and we learned, by "trial and error," the correct ways of applying water to produce perfect results. The recreation department soon became aware of such basic factors in rink and ice construction on earth surfaces as: that the ground must be level; several inches of frost must be in the earth before flooding begins; the sides of the rink must be leakproof; water should be applied by the hand-hose method and each layer of water allowed to freeze before applying the next coat.

The most successful of Newburgh's temporary rinks was an eighth-mile track, constructed with wood sidewalls banked with earth. This rink was located on the athletic field, necessitating erection and removal of the facilities each year.

In 1933, however, plans were drawn for a permanent ice skating area and the project got underway in 1934. The rink was designed to provide a competitive sports program of speed skating and hockey, in addition to public skating. Each year since then new improvements have been added and, at the present time, Newburgh has one of the finest equipped permanent outdoor ice skating areas in the United States.

The winter sports area consists of four and one-half acres of ground and is located in a corner of a thirty acre park. The main ice track is forty feet wide and six laps to the mile. The sidewalls are of concrete and the rink surface is asphalt. The track was designed in such a manner that a speed skater is on the official skating line when skating two feet from the inside curb. The curb markings are laid out for all official races and the rink is ready for competitive speed skating at all times. An official hockey rink, one hundred feet by two hundred feet, equipped with sideboards, is located in the center area. The rinks are lighted with floodlights mounted on twenty-five foot steel poles. These are spaced every fifty feet and provide perfect illumination for night events.

The rink shelter house has seating accommodations for 500 persons. The building is twenty by 156 feet and has comfort rooms, shower baths and a workroom for the maintenance staff. A public

address system provides for indoor and outdoor announcements and for the recorded music played during general skating sessions.

Maintenance

In designing the rinks, maintenance work was given careful consideration. Water supply boxes were so installed in various locations that only a minimum of hose has to be handled. The asphalt bottoms permit flooding the first four inches of water on the rink; and when this has frozen, skating can begin. Nightly applications of water by the hand-hose method provide a continuous, smooth ice surface, although, at various times, a four-foot wide ice planer is used to smooth the ice in place of flooding. We have found that planed ice is best for speed skating races because the ice surface remains harder than under ordinary flooding conditions.

We also designed our rinks to reduce the time lost because of those two arch enemies of the ice builder—rain and snow. Outlets, built in the concrete curbs at various points, are closed with two inch matched boards. When rain begins to fall, the height of the outlets is lowered to the ice surface and the rain water drained off. In this manner, the surface of the rink can be kept clear of all but a skim of water, and colder weather will place the rink back in operation within a few hours instead of days.

Snow storms not only delay skating but, in addition, are costly to remove. The design of our track and our methods of snow removal reduce these factors to a minimum. A small dump truck equipped with a hydraulic lift snow plow is used. The snow blade of the plow can be turned in any direction; and so the snow is plowed around the rink in lanes until the rink surface and walks are clear. In heavy snow storms the plow is kept in continuous operation, and a four inch fall of snow can be removed in less than an hour.

Winter Program

One major advantage a permanent rink enjoys over lakes or ponds is that the number of skating days can be doubled. Our Newburgh rinks, open from one p.m. to ten p.m., are only 125 feet above sea level, but we average from thirty to fifty actual days of skating per season. In 1948, 49,200 people participated in the general skating, competitive skating, ice hockey and other activities of our outdoor winter program.

Speed skating has been developed by the formation of the Delano-Hitch Ice Skating Club and competitive events. The ice skating club holds weekly races at the track and participates in many out-of-town meets on weekends. The Middle Atlantic Outdoor Speed Skating Championships are held each year at the rinks under the auspices of the Newburgh Lions Club. Over 275 of the best skaters in the East participate in this five hour program, run off on a time schedule that averages three minutes for each event. Excellent organization of the race program plus the advantages of a rink designed for speed skating makes such events possible.

Year-Round Recreation Area

The City of Newburgh has invested over $60,000 during the past fourteen years in the construction of the winter area at Delano-Hitch Recreation Park. The completion of the project now makes it possible to plan for a year-round program of activities in addition to its winter uses. Courts for badminton, volleyball, basketball, giant checkers, paddle tennis and shuffleboard can be laid out on the hard-surfaced ring bottoms. Horseshoe and bocci courts will be planned on the lawn sections. The program will continue into the evening hours since the area is entirely floodlighted; and special events on the schedule include roller skating meets and roller hockey, bicycle races, inter-playground competitions, boxing exhibitions, drum corps contests, and Halloween celebrations.

J. B. Williams Retires

UPON HIS RETIREMENT, J. B. Williams, for many years a member of the National Recreation Association field staff, writes to Howard Braucher, President of the Association:

"My work from the beginning seems to have been of a pioneering nature. I entered social work before the term was even born, and when organized effort and real service to people were emerging under the general name of Associated Charities.

"Firmly convinced that public responsibility in the social work field was becoming more important and really was the next step in its advancement, I accepted the position of Director of the Public Welfare Department of the City of Los Angeles, later consolidated as a city and county department. This, of course, meant a broadening of opportunity and responsibility.

"Soon thereafter, World War I came along, and with it an invitation from the National Recreation Association to join the staff of War Camp Community Service. After a brief period as a member of this staff, I was loaned to the War Department Commission on Training Camp Activities and became one of its directors, working directly under Raymond B. Fosdick, chairman of the Commission. While as a volunteer I had always taken part in the inauguration of community recreation services, these two responsibilities presented my first opportunities to work officially in the recreation field on both a private and public basis. After the war, I joined the staff of the Association, even though it meant a sacrifice in salary. Thus was ushered in a period in my career which has brought real satisfaction.

"From time to time opportunities have come to me to re-enter the public welfare field, and attractive offers, at larger salaries, have been presented in the Community Chest movement. For a period of eight months, when I was on leave of absence from the Association, I did act as organizer and executive of the Community Chest of Jacksonville, Florida, and was asked to remain permanently. However, my experience on the staff of the Association had developed within me a very strong attachment to its work and a realization of its significance; and I therefore declined all such offers. I am happier today because I have been a member of the National Recreation Association family of workers for so long.

"At the beginning of my work with the Association, public recreation was still in its early stages, particularly in the southeast. My first assignment as district representative took me there, and later all of my time was given to work in that area. During these pioneering stages of community recreation, I witnessed a growing appreciation, understanding and fine response from city after city to the efforts of the Association. As I recall, the people in the various communities seemed to appreciate most our desire to help them discover the needs for a community recreation program of areas, facilities and services and, so far as possible, to meet such needs by adapting and expanding existing resources rather than advocating a plan definitely prescribed in advance.

"I shall always have vividly in mind my almost eight years of continuous service with the National Park Service of the United States Department of Interior, 'on loan' from the Association. There was a growing conviction, on the part of the Association, of the important share that the federal government should have in the public recreation movement. Here again is another example of how the Association was willing to adapt its program to help interpret the demonstrated principles of the recreation program to agencies of the government, and the possibility of their application to their existing and expanding programs.

"At that time, the National Park Service, as a phase of the Land-Use Program, had under its jurisdiction about forty-six areas, or more than 500,000 acres, located in the various states for development as demonstrations for recreation use. For the first time, cooperation of the National Park Service with the states in the development of park and recreation systems was emerging, and later this working together was made permanent by federal law. This led to the adoption of a program of service to states on the part of the Park Service, the results of which have been very far-reaching and in which we have had an opportunity to make a real contribution. The story of the sound growth of all these services is a long one, but today this department is recognized as one of the outstanding examples of a well-administered and broad, cooperative program for conservation and recreation.

"A few years ago, when the Association expanded its nationwide program to include services to agencies and institutions of state governments, with resources suitable and valuable for recreation, it pleased me very much. I am glad to have had the privilege and responsibility of initiating this particular service, and wish that I might have been able to continue in this capacity for at least a few years more.

"I recall that many of the leaders of state agencies were not then aware of the program of the Association nor of the objectives and history of the recreation movement. However, almost without exception, we were cordially received and leaders welcomed an opportunity for joint consideration of the values and possibilities of expanding their own programs. It was soon apparent that cooperation between state agencies was the most important factor in the expanding of existing programs, and, therefore, this was emphasized from the beginning. The result of our deliberations seemed always to demonstrate that the creation of new agencies was not always necessary; and, increasingly, ways of working together became dominant in their thinking and actions. I am glad to say that this included not only lay leaders serving on boards, but paid officials as well. There is such a wide variety in the resources for recreation, available through these state agencies, that it is quite apparent that we are rapidly approaching a period when the people in every nook and corner of a state will have increasing opportunities to acquire recreation skills and to participate with others in a varied program of recreation activities.

"This is not in any sense an article but rather a personal message to you on the eve of the cessation of my active participation in the work of the Association as a member of its staff. In it I have attempted to express my feeling of gratitude for the opportunities presented to me to work with the Association. I hope it is clear that I am thoroughly convinced of the soundness of the principles and policies underlying the efforts of the Association to give guidance to the recreation movement."

Are You Cooperating?

AMERICAN EDUCATION WEEK, November 7-13, is a good time to spotlight the importance of recreation in the happy growth of children, the development of youth, and the enrichment of adult life. The opportunities to show these values are tailormade. If you have not made plans this year for a special program on November 12—topic: *Promoting Health and Safety*—why not attend any community observances with an eye to active participation next year?

The sponsors of American Education Week—the National Education Association, American Legion, National Congress of Parents and Teachers, and the United States Office of Education—have selected *Strengthening the Foundations of Freedom* as the general theme for 1948. They hope that recreation will be given special recognition on the days when health, safety, and family life are highlighted.

The NEA has published two special helps for use in this connection. One, a ten page leaflet entitled, *Health—an Essential of Freedom,* is a checklist of items under the headings of mental health, school and community recreation, recreational facilities, and intergroup attitudes. (Cost—twenty cents per package of ten.)

The other is a radio script, *Wanted—Facilities for Leisure.* (Twenty-five cents a copy.) Both the script and the leaflet were made available through the cooperation of the American Association for Health, Physical Education, and Recreation.

While the special materials mentioned above are released for use during American Education Week, they are suitable all year long. Write to the WEA, 1201 Sixteenth Street Northwest, Washington 6, D. C., for your copies.

Two special projects distinguish the AEW observance: *school visitation* and *educational interpretation.* By participating in the program this year, through attendance at open house and community meetings, recreation workers may begin to make early plans for next year.

Home Education

"The child's first school is the family."—Froebel

Annie L. Gaetz

WE ARE LIVING in a materialistic age and, in our zeal to have our children develop abilities with reference to material needs, there is grave danger that we might allow the spirit of good-natured fun to become stifled. A cheerful disposition is a greater treasure than much riches. It helps on every occasion. Besides being a comfort to the owner, it is contagious. The child to whom it belongs is likely to be popular with his playmates and, in later years—if his character is as good as his disposition—he usually can be assured of a welcome at any gathering. Employers, too, appreciate a happy disposition in their employees. The time to cultivate a happy disposition is in childhood.

Too many people make the mistake of putting aside all pleasure as "foolishness" and stressing only the work, which they believe to be all-important. When they do this they are missing one of the most precious blessings that life offers and an asset which, if rightly sought, is easiest to obtain. After the bare necessities of life, what the family needs most is good, old-fashioned fun. Indeed, we would not be far wrong if we classed fun as one of the bare necessities.

Don't cramp childhood. Many children who associate almost exclusively with older persons never learn to enjoy themselves and, in later years, they feel that their childhood was sadly lacking. They never were children in the true sense of the word. As adults they usually become the "wallflowers" at social gatherings. Instead of doing all that is possible for their own and other people's enjoyment, they fail utterly to enjoy themselves, and prove a source of worry to those responsible for their entertainment. They cannot enter into the fun, for they have never learned to play.

The subject of amusement is one which we must take into serious account when rearing a family. The wise mother provides her children with happy thoughts, just as she provides them with bread. She brings laughter and pleasant conversation into their daily experiences and teaches them to see a bright lining in many a cloudy situation. The mother who realizes that it is her privilege to bring the universe to her children is a many-sided, wonderful creature. Her family does not live by material food alone, but also by spiritual and mental food provided by her. She could no more allow them to stagnate mentally or morally than she could feed them stale, tasteless food.

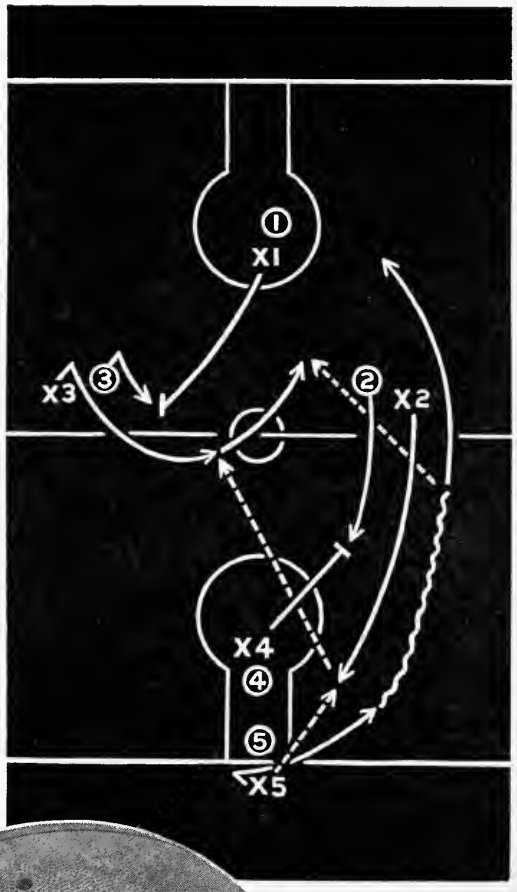
In order to set what they consider a proper example of seriousness before their children, some parents asume an air of reproof toward any childish glee; this, of course, is a kill-joy to the spirit of fun. Variety is the spice of life, and we need to broaden our children's outlook in every good way.

There are many parents who, by lack of cooperation, encourage their children to seek their fun away from home. Boys and girls who find their fun at home are not likely to go badly astray. An old man who was very fond of young people let them gather at his home evenings and play cards. A neighbor said to him, "Don't you know the devil is always where cards are?" "Yes," was the answer, "that's why I let the youngsters play in my home; in that way I can keep an eye on him." It need not be an important drawback to children if they live in out-of-the-way places and have little opportunity to mingle in society. Such families can construct their own world and create their own amusements.

There is a mental development—yes, and a spiritual development—in games and other home amusement. The remembrance of such childhood games as blindman's buff and hide-and-seek remain in our memories long after a theatre play or a public social has been forgotten.

One of the best ways to help our boys and girls to build well-rounded personalities is to encourage them to find wholesome pleasure and amusement—always in happy accord with their duties—under whatever circumstances they may be placed.

In Every Play....



Well planned and executed plays are important to the winning of basketball games. Equally important is the ball used by the players and their confidence in its performance. Coaches throughout the nation know that Wilson top quality basketballs not only inspire player confidence—they bring more enjoyment of the game to every team member. That's because these superb balls—Wilson Last-Bilt or Top Notch—have that indescribable "feel" that makes dribbling, passing and ball-handling easier. Their perfect roundness and balance insure accurate flight and true rebound. They're the *last word* in basketballs.

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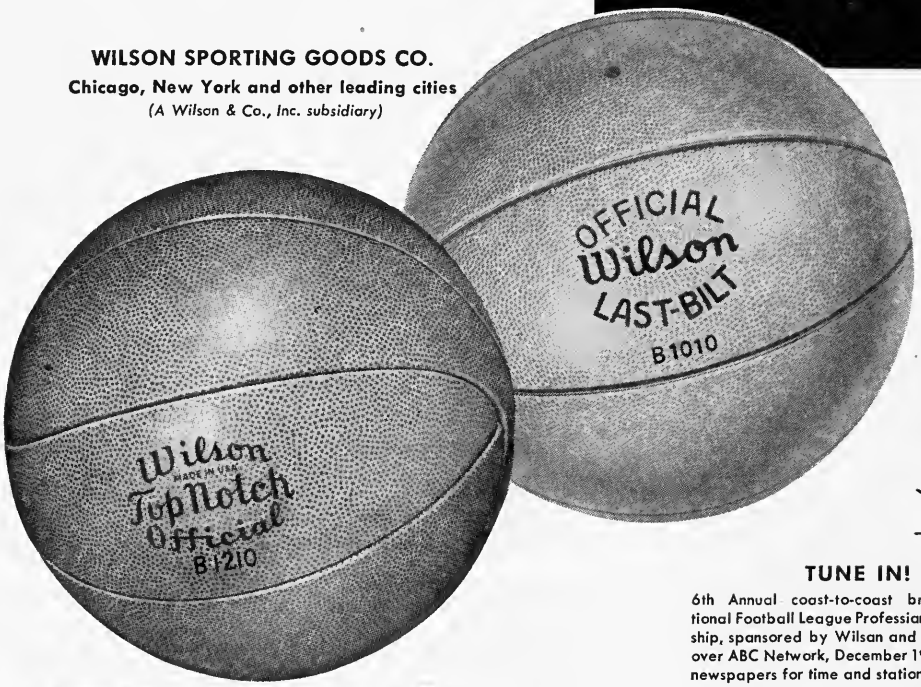

TUNE IN!

6th Annual coast-to-coast broadcast National Football League Professional Championship, spansored by Wilsan and General Mills, over ABC Network, December 19, 1948. Check newspapers for time and station.

***IT'S* Wilson**

TODAY IN SPORTS EQUIPMENT

EMMETT R. GAUHN

EMMETT R. GAUHN, age sixty-one, chairman of the New York State Youth Commission, died on Tuesday, October 19th, in Rochester General Hospital, following a heart attack. In expressing regret at his death, Governor Thomas E. Dewey said that Mr. Gauhn had been performing a "tremendous service to the youth of our state."

Appointed to head the Youth Commission when it was established in 1945, Mr. Gauhn previously was Rochester's Welfare Commissioner, and also served as chief milk and food inspector of the city. He was a former president of the State Public Welfare Officials Association.

The Youth Commission's primary emphasis is on mobilizing and strengthening the resources of local communities to prevent the delinquency of young people. It has aided in the development of youth bureaus, recreation and education projects as the core of the local program. However, as Mr. Gauhn once stated, "The Commission cannot provide a blueprint for each community in the state."

Authors in This Issue

JOSEPH AUSLANDER—Well-known poet and author. Poem on page 338.

BILL GOLD—*Washington Post* reporter. Article on page 350.

DR. WILLIAM C. MENNINGER—Of the Menninger Psychiatric Clinic, Topeka, Kansas. President of the American Psychiatric Association. Article on page 340.

DOUGLAS G. MILLER—Superintendent of Recreation, Newburgh, New York. Article on page 375.

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

The Crippled Child, June 1948
Modern Methods Make a World of Play, Charlotte Kersten.
Camping for Whom?, Betty Lyle.

American City, June 1948
Financing Kansas City's Parks, L. P. Cookingham.
Greensdale and the Future, Clarence S. Stein.
The "New" Orange Bowl.
A Small City Studies Need of Improvements and How to Finance Them, Marian C. Manley.

Magazine Digest, July 1948
The Corner Gang Makes Messy with Mozart, Lawrence Collier.
Where Kids Get Skipping-Rope Rhymes.

Parents' Magazine, July 1948
Vacation at Home and Like It!, Jesse Mae Coker.
Fun on a Saturday Night, Betty Massingall Nelson.

Fishing North Carolina's Coast, Bill Sharpe. Marina Publishing House, Box 1411, Wilmington, North Carolina. Price $.50.

Live Long and Like It, C. Ward Crampton. Public Affairs Pamphlet Number 139. Public Affairs Committee, 22 East 38 Street, New York 16. Price $.20.

Recreation Today in Ohio, prepared by John M. Kahlert. The Ohio Welfare Council, 135 East Gay Street, Columbus 15, Ohio. Price $.25.

Enjoy Your Child—Ages 1, 2 and 3, James L. Hymes, Jr. Public Affairs Pamphlet Number 141. Public Affairs Committee, 22 East 38 Street, New York 16. Price $.20.

A Partial List of 16 mm. Film Libraries, compiled by Federal Security Agency, Office of Education, Division of Auxiliary Services, Visual Aids to Education Section.

Play Library Service for School and Community—1948 Catalogue. Play Library Service, Extension Division, University of South Carolina, Columbia 1, South Carolina.

National Parent-Teacher, June 1948
There's Music in the Air, Elva R. Heylmun.

Better Times, May 28, 1948
A Gang Is a Street Club, Nathan E. Cohen and George Harrison.

Journal of Health and Physical Education, May 1948
Recreation Comes of Age, Charles F. Weckwerth.
A Portable Swimming Pool, Clifford Kasche.

Camping Magazine, May 1948
The Role of the School in Camping, John W. Studebaker.
Camping Keyed to Spiritual Values.
Summer Camps and Som're Not, Wes H. Klusmann.
Camping and Intercultural Unity, Stewart G. Cole.
American Camping Association Convention Report.

National Park Concessions—Report of the Concessions Advisory Group to the Honorable J. A. Krug, Secretary of the Interior. National Park Service, Washington, D. C.

The Nation's Schools, May 1948
Better Practices for Schoolhouse Construction.

Parks and Recreation, June 1948
Is That Swimming Pool Worth Modernizing?, Chauncey A. Hyatt.

National Parent-Teacher, May 1948
Fund Raising in the P. T. A., Sadie B. Gardner.

Books Received

American Rural Life, by David Edgar Lindstrom. The Ronald Press Company, New York. $4.00.

American School and University, The, Twentieth Annual Edition. American School Publishing Company, New York. $4.00.

Art of Hooked-Rug Making, The, by Martha Batchelder. The Manual Arts Press, Peoria, Illinois. $3.75.

Complete Introduction to Photography, by J. Harris Gable. Harper & Brothers, New York. $3.50.

Contract Bridge for Everyone, by Ely Culbertson. Signet Books, New American Library, New York. $.25.

Creative Ways for Children's Programs, by Josephine Murray and Effie G. Bathurst. Silver Burdett Company. New York, Boston, Chicago and San Francisco. $2.80.

Football Line Play, by Bernard Oakes. A. S. Barnes and Company, New York. $4.00.

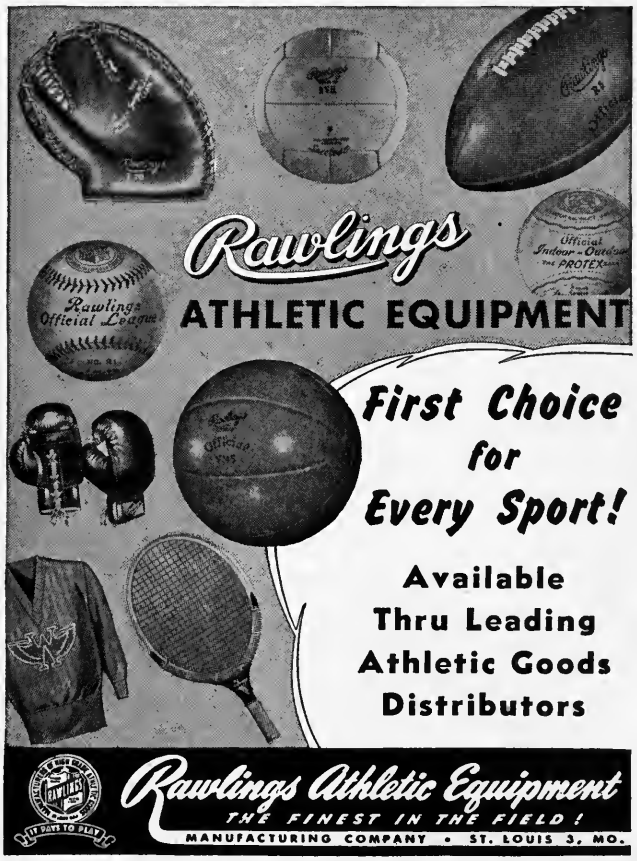
Gem Cutting, by J. Daniel Willems. The Manual Arts Press, Peoria, Illinois. $3.50.

Handbook of Adult Education in the United States, edited by Mary L. Ely. Institute of Adult Education, Teachers College, Columbia University, New York. $5.00.

Health Teaching in Schools, by Ruth E. Grout. W. B. Saunders Company, Philadelphia and London, $4.00.

Mountain Laurel, by Anne Emery. G. P. Putnam's Sons, New York. $2.50.

Natural Science Through the Seasons, by J. A. Partridge. The Macmillan Company of Canada, Limited, Toronto. $3.00.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New Publications

Covering the Leisure Time Field

Fun Incorporated— The Handbook for Teen Centers

By Jeanne Lenton Tracy. Bobbs-Merrill Company, New York. $2.50.

THIS ATTRACTIVELY ILLUSTRATED book is a complete manual on this subject. Written for teen-agers in clear, informal style, it will be equally useful to any agency, organization or community interested in planning a teen center for its young people.

Suggestions for preliminary planning, budgets, fund-raising, programs and management are given in an encouraging and well-organized manner. The book also contains a bibliography, index, several "success stories" about existing centers, as well as sample constitutions and center rules.

Miss Tracy worked for five years in the Sub-Deb Department of the *Ladies' Home Journal.* Her book is the result of her experiences in working with teen-agers, supplemented by information about them from authoritative sources. This is the first full-sized book that seems to have been written on this subject, and is a real contribution to the recreation field.

Handbook of Adult Education in the United States

Institute of Adult Education, 525 West 120 Street, New York 27. $5.00.

PRESENTING THE POSTWAR picture of adult education in America in one volume is not easy. At best it can be but a partial picture, a cross section of its many phases and the many agencies through which its programs are presented. This 1948 handbook, however, does a remarkably fine job. Representing two years of devoted effort, it brings together authoritative and helpful material —the areas of interest, activities and needs of adult education; agency resources; and problems of common concern to all interested in the adequate development of the movement as a whole.

The book includes two articles by staff members of the National Recreation Association: Music as an Educational and Recreational Field for the Adult, by Gertrude Borchard and The Place of Recreation in Adult Education, by Robert R. Gamble.

The Pageant of Our American Heritage

By Percy Jewett Burrell. Published by the author, 26 Marshall Street, Watertown, Massachusetts. $.75.

IT WOULD BE difficult to find a community patriotic event that has found more enthusiastic response in the hearts of American people than the tour of the Freedom Train through the land. This tour has been sponsored by the American Heritage Foundation. Now, the same foundation suggests the *Pageant of American Heritage* as appropriate for production in those communities which have been visited by the train. It is also suitable for other days of civic celebration, such as the Fourth of July, "I Am An American Day," and is adaptable for schools and organizations. Information as to production and other rights should be secured from the author at the above address.

Games for Two

By Albert H. Morehead and Geoffrey Mott-Smith. John C. Winston Company, Philadelphia. $2.00.

ALTHOUGH WE LISTED this book last spring, we remind you, now, that it would make an excellent gift for young married couples, college students, travelers. It includes the latest pointers on Rummy, Gin Rummy, Bezique, Pinochle and many others.

Children's Book Week

November 14-20, 1948

A Treasury of Good Night Stories

Edited by Caroline Horowitz. Hart Publishing Company, New York. $2.00.

THIS IS A collection of thirty-six stories, some of which have appeared in *Child Life, Jack and Jill, Children's Activities* and other magazines for children. Parents and storytellers will be pleased to find that the stories have been timed. They range from two to eight minutes at the most, and most of them run between three and five minutes. They have been selected for tranquility—not a nightmare in the book!

What Every Young Rabbit Should Know

By Carol Denison, with pictures by Kurt Wiese. Dodd, Mead and Company, New York. $2.25.

EVERY CHILD FROM two to six years of age should find this under the Christmas tree! A delightful story of Mr. and Mrs. Puff-Tail and their five small children. The little Puff-Tails learn to know their friends and enemies by their tracks in the first snow—and have a great adventure. The illustrations alone are worth the cost of the book.

Cowboys and Indians

By Kathryn and Byron Jackson. Simon and Schuster, Incorporated, New York. $2.00.

A COLLECTION OF fifty-two stories and rhymes are included, with over a hundred full-color illustrations by Gustaf Tenggren—and you know what that means! It is a book of color and action for young children, full of rodeos, trading posts, snowbound evenings, rustlers, cowboys and Indians. It will save many a rainy day, so add it *quickly* to your shopping list.

Creeper's Jeep

Written and illustrated by Hardie Gramatky. G. P. Putnam's Sons, New York. $2.25.

CHARMINGLY FILLED WITH gay illustrations, this is the story of Creeper Perkins and the shiny red jeep he won at the County Fair. The jeep helps Creeper with his farm work and they are the center of attraction when they go to town on Saturdays. Everything is fine until one Sunday afternoon when the jeep gets into mischief. The manner in which this extraordinary machine later redeems itself brings the story to an exciting climax.

Riding Days

By Marjorie M. Oliver, illustrated by Stanley Lloyd. Westminster Press, Philadelphia. $2.50.

TWELVE-YEAR-OLD Catherine Blakeny finds adventure in the country. She rides an untamed horse, hunts for smugglers, shows her skills in a village pageant and uncovers a mystery. Girls will enjoy the excitement and suspense of this outdoor story, and will learn much about riding and horses.

The Little Golden Book Series

The Three Bears, illustrated by F. Rojankovsky; *The Golden Sleepy Book,* by Margaret Wise Brown; *Up in the Attic,* by Hilda K. Williams; *A Year in the City,* by Lucy Sprague Mitchell. Published by Simon and Schuster, Incorporated, New York. $.25 each.

THESE ARE BUT four in the publisher's Little Golden Book Series. The drawings are so enchanting that children will treasure each book for a long time—no matter how familiar the story itself becomes.

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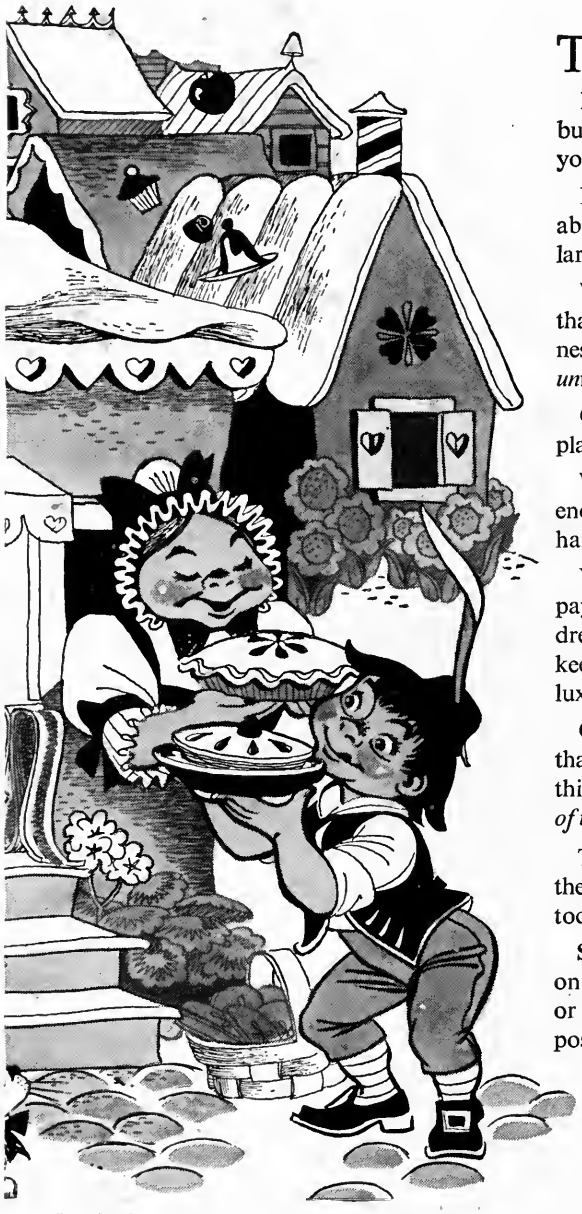
Recreation Training Institutes

November and December 1948

HELEN DAUNCEY Social Recreation	Chattanooga, Tennessee November 1-5	J. Edward Hargraves, Director, Public Utilities, Grounds and Buildings.
	Oak Ridge, Tennessee November 8-12	T. R. Jarrell, Director of Recreation.
	Wilmette, Illinois November 15-19	Russell Perry, Superintendent, Recreation Board, 726 Ridge Road.
	St. Louis, Missouri November 29-December 3	A. H. Wyman, Executive Director, Park and Playground Association, 613 Locust Street.
RUTH EHLERS Social Recreation	Martinsburg, West Virginia November 1-2	Mrs. Charles Rehfuss, Field Director, American Red Cross.
	Prince Frederick, Maryland November 8-12	H. R. Hughes, Superintendent of Education, Calvert County.
	La Plata, Maryland November 15-18	F. Bernard Gwynn, Superintendent of Education, Charles County.
	Arlington, Virginia December 7-9	Mrs. Ruth V. Phillips, Arlington County Recreation Department, 3700 Lee Highway.
ANNE LIVINGSTON Social Recreation	San Antonio, Texas November 1-5	Miss Lou Hamilton, Director of Recreation.
	Corpus Christi, Texas November 8-12	W. P. Witt, Superintendent of Recreation.
	Oklahoma City, Oklahoma November 15-19	Alvin Eggeling, Superintendent of Recreation.
	Wichita Falls, Texas November 29-December 3	Mrs. Henry W. Barton, 2002 Garfield Avenue.
	Kansas City, Kansas December 6-10	Edmun A. Ash, Superintendent of Recreation, City Hall.
GRACE WALKER Creative Recreation	Danville, Illinois November 8-19	Mrs. Esther Warden, 1310 North Gilbert Street.
FRANK STAPLES Arts and Crafts	Fort Wayne, Indiana November 29-December 10	Martin M. Nading, Jr., Secretary and Recreation Director, Department of Public Parks.

Money is unimportant here!!



Land of Cockaigne (COCKAYNE) This is a modern artist's idea of that delightful paradise which was part of the folklore or Europeans many, many centuries ago.

This is the Land of Cockaigne.

It's a wonderful place where the houses are built of cake, and the shops are eager to give you their merchandise for free.

Here, roast geese and other fowl wander about inviting folks to eat them. Here, buttered larks fall from the skies like manna.

Wonderful place, Cockaigne . . . this land that's always free from want . . . where business cycles are unknown . . . where money is *un*necessary.

Only trouble is you won't find this mythical place on any up-to-date map of the world.

We live in a land blessed with plenty—true enough. But the rub is that we will always need hard cash to buy the things we want.

You will need money to make a good down payment on a new home . . . to send the children to college when the time comes . . . or to keep well-supplied with fine food and little luxuries when it comes time to retire.

One of the best ways you can assure yourself that you *will* have the money you need for the things you want later in life is to *salt away some of the money you now earn in U. S. Savings Bonds.*

These Bonds are the safest in the world. And they make money for you. Each $75 you save today will grow to $100 in just 10 years.

So start saving now . . . the automatic way, on the Payroll Savings Plan where you work, or buy them regularly through your bank or post office.

AUTOMATIC SAVING IS SURE SAVING-
U.S. SAVINGS BONDS

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Recreation

DECEMBER, 1948

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PICTURE CREDITS: We are indebted to: 1948 National High School Photographic Awards for photograph by Julius Wadekamper of Lonsdale, Minnesota, page 386; Dennison Manufacturing Company, page 387; Milwaukee *Sentinel*, page 393; Mount Vernon *Daily Argus* and Mount Vernon Police Department, pages 395-400; United States Department of Agriculture Extension Service, page 431.

ON THE COVER: *Christmas "Yawning"*—a sleepy, but determined, youngster waits for Santa. Photograph by Jack Gibbs of Omaha, Nebraska, first prize-winner, Babies and Small Children Class of the 1948 National High School Photographic Awards.

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Recreation

December 1948

THE MAGAZINE OF THE RECREATION MOVEMENT

At Christmas Time

Lord God of all,
We thank thee for the children.
We thank thee for the youth.
We thank thee that this thy world is still unfinished;
That there is in it still the spirit of youth;
That there is a chance still to make this a world of greater joy and strength for boys and girls;
That there is a deep desire in the hearts of men to make this a world suited to little children, where all little children shall be happy.

Lord God of all,
We thank thee for the spirit of brotherhood and comradeship which prevails at the Christmas time.
We thank thee for the spirit of giving, the spirit of sharing;
For the desire to see all others as happy as we are ourselves;
For the desire to know what really matters for ourselves and for others;
For the desire that what matters most for us shall be open to all others.

Lord God of all,
We thank thee for America.
We thank thee for the holy places set aside in this our country for the joy of the people for eternity.
We thank thee that we have a country that has dedicated itself to the ideal of joyous daily living, of fun each day.
We thank thee that our fathers and our fathers' fathers thought of this country of ours from the beginning as dedicated to freedom and the pursuit of happiness.

Lord God of all,
May this corner of thy world, America, increasingly be truly thine.
May songs and dancing come from deep within.
May the bells ring out joy and strength on all the days of the year as on Christmas Day.

HOWARD BRAUCHER.

Everywhere Christmas To-Night*

Phillips Brooks

CHRISTMAS in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine;
Christmas where snow peaks stand solemn and white,
Christmas where cornfields lie sunny and bright;
Everywhere, everywhere Christmas to-night!

* * * *

So the stars of the midnight which compass us round,
Shall see a strange glory and hear a sweet sound,
And cry, "Look! the earth is aflame with delight,
O sons of the morning rejoice at the sight."
Everywhere, everywhere Christmas to-night!

*Reprinted by permission of E. P. Dutton and Company, New York.

Letter to Virginia

Is There a Santa Claus?

Many years have passed since the editor of the *New York Sun* sat down to answer a letter from a worried eight-year-old reader. It had shaken her whole world to have someone tell her that there is no Santa Claus. The reply, originally published as an editorial in the *Sun,* so completely expresses the spirit of Christmas, that it has become one of our most beloved Christmas classics. The editor was Francis P. Church.

"Dear Editor—I am 8 years old.
"Some of my little friends say there is no Santa Claus.
"Papa says 'If you see it in The Sun it's so.'
"Please tell me the truth, is there a Santa Claus?
"Virginia O'Hanlon"

"VIRGINIA, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, VIRGINIA, whether they be men's or children's, are little. In this great universe of ours man is a mere insect, an ant, in his intellect, as compared with the boundless world about him, as measured by the intelligence capable of grasping the whole of truth and knowledge.

"Yes, VIRGINIA, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus! It would be as dreary as if there were no Virginias. There would be no childlike faith then, no poetry, no romance to make tolerable this existence. We should have no enjoyment, except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

"Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas eve to catch Santa Claus, but even if they did not see Santa Claus coming, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that's no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

"You tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest man, nor even the united strength of all the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love, romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, VIRGINIA, in all this world there is nothing else real and abiding.

"No Santa Claus! Thank God! he lives, and he lives forever. A thousand years from now, VIRGINIA, nay, ten times ten thousand years from now, he will continue to *make glad the heart of childhood.*"

Suggestions for

Christmas

TALES FOR READING ALOUD*

READING ALOUD WITH the whole family should be a part of every Christmas—a tradition in every home. No Christmas party is complete without a story. Some of the familiar and beloved tales are listed below.

Nativity

The Gospel according to St. Luke
The Gospel according to Matthew
The Life of Our Lord, Charles Dickens

Legends

The Legend of the Christmas Rose, Selma Lagerlof
The Last Dream of the Old Oak Tree, Hans Christian Andersen
The Legend of the Christmas Tree, Clement C. Moore
The Fir Tree, Hans Christian Andersen
The Holy Night, Selma Lagerlof
The Noel Candle, Clement C. Moore

Santa Claus

Is There a Santa Claus? Francis P. Church
Behind the White Brick, Frances Hodgson Burnett
How Santa Claus Came to Simpson's Bar, Francis Bret Harte

Sentiment

A Christmas Carol, Charles Dickens
The Birds' Christmas Carol, Kate Douglas Wiggin
Little Women's Christmas, Louisa May Alcott
The Little Match Girl, Hans Christian Andersen
On Christmas Eve, Helene Stokl
The White Shawl, Esther Chapman Robb
Holy Morning, Elizabeth Madox Roberts

Adventure

Rock Crystal, Adalbert Stifter
The Christmas Wreck, Frank R. Stockton
The Louis d'Or, Francois Coppee
Solange, the Wolf-Girl, Marcel Prevost
A Tragedy, Antonio Mare

Humor

The Story of the Goblins Who Stole a Sexton, Charles Dickens
Dulce Domum, Kenneth Grahame
A Good Old-Fashioned Christmas, R. H. Mottram
Mrs. Brownlow's Christmas Party, Willis Boyd Allen
The Three Low Masses, Alphonse Daudet
The Thieves Who Couldn't Help Sneezing, Thomas Hardy
How I Spent My Million, Edgar J. Park
The Mouse That Didn't Believe in Santa Claus, Eugene Field
A Miserable, Merry Christmas, Lincoln Steffens
Duke's Christmas, Ruth McEnery Stuart
The Gift of the Magi, O. Henry
Crisp New Bills for Mr. Teagle, Frank Sullivan
I Take Supper With My Wife, Gustave Droz
When I Fetched the Fixin's fer Christmas Dinner, Peter Rosegger
Pioneers in Maine, John Gould
Dancing Dan's Christmas, Damon Runyon

Twelve Great Poems

Christmas Voices, William Shakespeare
Christmas—1863, Henry Wadsworth Longfellow
Kings in Conceit, Anonymous
Christmas and New Year Bells, Alfred Tennyson
The Mahogany Tree, William Makepeace Thackeray
Christmas Everywhere, Phillips Brooks
Heaven Cannot Hold Him, Christina Rossetti
The Night Before Christmas, Clement C. Moore
To the Fir Tree, Anonymous
Jest 'fore Christmas, Eugene Field
Good Relief, Robert Frost
A New Song, Ernest Rhys

*Although these stories are in the library of many, this complete collection can be obtained in one volume—Christmas Tales for Reading Aloud, edited by Robert Lohan. Stephen Daye Press, New York. $3.75.

MUSIC

Fill your community building with Christmas music. In addition to carol singing as a part of your program, play recorded Christmas music of many lands. You will find organ records especially good if you plan to use an amplifier. Beautiful recordings of carols are available in Christmas albums, or singly. Among some of the albums particularly good are: Christmas Carols of Many Lands, Vienna Boys Choir (Victor Red Seal); Christmas Carols, Alexander D. Richardson, organist (Victor); Carols of the English Yuletide, Victor Chapel Choir, Emile Cote, organ and piano; Carols for Christmas Eve, Victor Choir, Emile Cote, organ.

"Never underestimate the power of a woman . . ."

HELP WANTED:

Women Partners for Recreation Leadership

Margaret Hickey

As Public Affairs Editor of the *Ladies' Home Journal,* Miss Hickey has received letters from hundreds of women who are showing great interest in what is being done in communities to solve present day problems. Here is a condensation of her address to recreation workers at the 1948 Recreation Congress.

I AM NOT AN expert in your field at all. I am an observer, a participator. I am a beneficiary of what you are doing, and that is why I have come to this meeting this evening—because during these last two years I have been observing your work in many places.

In the Public Affairs Department at the *Ladies' Home Journal,* we have been trying to bring community success stories to our readers. We have been especially interested in helping people to conserve and to use intelligently their resources—natural, human and institutional.

We have been trying to find a new and a vigorous strategy of cooperation, because we have felt that, in this postwar period, something like that must be found. It is a strange thing that in times of war and times of depression we actually make the greatest progress in our community life, and then something happens when, as we say, we go "back to peacetime." Indeed we do go back, and many gains are lost.

We have been looking into those communities where good will and high responsibility abound. There has been great interest on the part of our readers in what communities are doing to solve their problems; particularly have they been interested in the stories of recreation that we have brought to them.

Let me tell you about one of these communities. Smithfield is one of the good, quiet places. The people there have a sense of belonging to their community. Their fellowship in play has helped them to get that sense of belonging. They think of their town now with a special pride. You will find their young people running their own teams, sharing in the planning of their teenage club. You will find them helping the little ones act out an annual Jack and Jill, and if you catch a youngster at the police station—well, he is likely to be there only to talk about his part in the accident prevention program.

All over that community, people, little people and big people, young people and older people, are working and playing together. How did that all start?

Well, back in a very hot summer seven years ago, there was Mrs. Christopher, with her five-year-old Billy, going from door to door. She was collecting toys and games, and asking people to come over and help with the summer playground. She was telling the parents of Smithfield that there was a real troublemaker in their midst—the lack of something to do.

"Why," she said, "one day last week I went down to the river swimming hole with some of the neighborhood brood and there was a no trespassing sign up, and then I went over to another spot and there was another sign. Finally we did find a place, but then I began to worry—is that water polluted or not?" And she concluded, "So I took the youngsters back."

Let's look at Smithfield now. Mrs. Christopher is only one of the seventy men and women who pioneered in what was to become the Smithfield Recreation Association. People barely recall what the women did; they don't remember the hot summer afternoons when women went out and talked on front porches about how important it was for

a small town to realize that the fences were up everywhere. Today the Smithfield Recreation Association is a going concern.

Of course, they haven't done all the things they have wanted to do or that they should do; you can pick holes in what they have done; and when they show you their recreation equipment, their playground equipment, it doesn't look very impressive. But just remember that they didn't have *any* equipment seven years ago, and that they have opened up the community purse strings—the most difficult thing to do. They have succeeded where many a wealthier and more highly geared community has failed, and now there are a dozen or so nearby towns following their pattern of a planned recreation program.

This is a simple little story, and yet it is the story, over and over again, in this country, of how we really get things going.

Whether we admit it or not, we all reflect the uneasiness caused by the international situation. On the hour, every hour, new responsibilities are heaped upon us.

Reckoned by our standards of living, we are, beyond doubt, the most fortunate people in the world. Our machines have freed us from drudgery. They have given us more leisure time, but along with all of that, we have accepted a very strange theory, and that theory is that we are not dependent upon one another. Each individual and each family wants to be independent.

We need a new citizenship service. During the war we did have a fine glow of achievement which held us closely together. We need a new inspiration for citizenship that will help us to beat off this terrible feeling of individual helplessness that is bearing down upon us. The temptation to escape from our immediate responsibilities, to seek our own personal oblivion, is the thing which I think is most important for us to fight because, no matter how these fears continue to assail us, we are not going to be able to do anything about the world situation until we confront this epidemic of fear.

Frankly, that is why I am here. It is because I believe that this Recreation Congress, and the leaders who are here, can actually do something to help maintain a united, free, happy America in a world that is poverty stricken and fear-ridden in spirit. I believe that we can have a community-wide constructive program of recreation in this country for all ages, all cultural and racial groups.

You will forgive me, I hope, if I speak in an imperative mood. We would certainly not attempt to go into a war without planning a recreation program for the people who must fight the battles of that war. Here we are, perhaps in the bitterest kind of warfare, the cold war, which must be fought with intellectual weapons, and we are letting down on the kind of recreation program which these citizen warriors need.

I am going to risk what all amateurs risk when they talk to professionals. I am going to make a few suggestions. I do not claim, remember, to be anything more than an observer of the community in which you work, a representative, in fact, of the women in that community. I am an observer of the worried, tense, anxious women whose letters cross my desk by the hundreds; women who feel that something must be done, but who don't know what that something is, nor how to go about it.

I believe that these women are a great bulwark of American community strength, and I am going to suggest that you use their hands where more hands are needed, their influence where their influence is going to count. I am going to ask you to post, figuratively, a "help wanted" sign—"women partners for recreation leadership."

In offering that partnership, I want to warn you—don't underestimate their power! No community is stronger than the leadership of its women. No nation, no project ever becomes firmly established without their support. This partnership idea is a business proposition and it shouldn't be entered into lightly.

First of all, I want you to get acquainted with the women in your community. Women are no longer a minority group statistically. True, you are still treating them as a minority group. There are, however, more women in this country than men and, very important for all of us who are trying to get support for community programs to remember, they control more than half of the wealth of the country, and they pay more than half of the taxes.

The entire women's movement, the committees for group action, the women's clubs, all spring from the demand that women have made to have a hand in educational improvements, economic opportunities, and political participation. Women have worked for schools, churches, gardens, hospitals, homes, parks, and now they want a larger

share in the community housekeeping.

That is a logical extension of woman's concern for home and family life. But along with that great movement, that great desire to expand the home into the community, something else has been happening, too, and this is the strange thing. It is a sort of contradiction because, actually, men and women, who in the pioneer homes shared all of these responsibilities, now have ceased to share responsibilities in the home or in the community. Each does his job separately, the man outside the home and the woman in it.

In too many cases there isn't a common meeting ground, even in families with children. Father comes home in the evening. He grabs his easy chair and opens the newspaper. He says, "After all, I work hard all day and why should I get mixed up in this recreation business and go to meetings and pay more taxes? I am just not going to bother about that."

More and more women in this country, however, are waking up to the fact that it is no longer safe to do that. It is no longer safe to be a good mother but an indifferent citizen. It is no longer safe to "let George do it," no matter how broad his shoulders or how good he is at supplying the mansion and the mink and the bacon. It is no longer safe to be a good teacher, a good secretary, a good recreation worker, a good doctor—and an indifferent citizen.

There is no question that our communities have suffered because men and women have had all too little part in their workings. Boss-ridden, overtaxed towns, without adequate health, educational and recreation facilities, are the result.

The pattern of community life is changing all over the world. More and more women are working outside the home. Increased numbers of American women are going into outside jobs because they need the money. In war-torn countries they are still working under government order in the mills, in the factories, in the offices and in the shops. Added to home responsibilities, the average woman is taking on heavier duties all the time.

In this country, seventeen million women are working outside their own homes. This means that thirty-one percent of all the women over sixteen years of age are in the active labor force, and here is an amazing sociological fact—over forty-six percent of these women are married, sixteen percent are widowed, and only thirty-eight percent are single. For the first time in our history, there are more married women working than single women.

Another sociological fact—over half of these women who are working are over thirty-five. That is, we have more married women and more older women working than ever before, and we have to make provision for recreation to meet the demands of this new kind of life which American women are undertaking.

And there is another factor that I want you to think about. With the help of modern medicine, nutrition, psychology, labor-saving devices, and I think a little bit of recreation, the woman today, who is forty, has an added twenty-four and a half years of life expectancy. Her life span has been increased.

Consider then that there are fifteen million women in this country over forty, who have another twenty-five to thirty-five years ahead of them. They are no longer tied down with family duties. In general, they have maturity, experience and education to fit them for community service. Why aren't we using them?

Why, by 1970, twenty-one percent of the people, of the whole population, will be over fifty-five years of age. Are we getting ready to take care of the vastly increased numbers of people in our population who are going to be in the elder age brackets? I think that our problem children of tomorrow are not going to be the teen-agers, but the elder-agers.

It seems to me now that these people, particularly this mature group, might be a very important group in bridging what John Gunther calls the "gap—(by the way, I should like to recommend his book, "Inside U.S.A." to recreation leaders because he gave great attention to the recreation facilities in the communities that he visited)—between the sound and the generous social ideals that we have and inadequate performance, between basic good will in citizens and their lack of concrete know-how, between what we believe in and what we actually do."

Certainly we cannot wait for the leadership to come from twenty-one million citizens, now ages one to six. These are the war babies who are going to crowd our schools, our playgrounds, our beaches and our parks. Just keep in mind the "baby bulge" that is going to come into our com-

munity life when they are a little older.

And we are not doing anything about it! Certainly we are not going to be able to get the leadership from the young parents who are busy with their children. Fathers must catch up with education and job experience, interrupted by war. We must look to the other groups to help us out.

There are three groups to whom I want to call your attention specifically. First, we have the housewife and the mother. Now, actually, she has little time to spare, but she will find time if the program involves her own children. I will cite an example in the Detroit program—the Tot Lots. The mothers' clubs, in some of the districts with the greatest need for recreation, organized mothers' groups to help with the playgrounds. They did not replace paid workers; they hadn't wanted to do that. These mothers and parents are being used very successfully in family camp programs. Family camps are organized so that family groups themselves can have vacations together.

There is another group which can be brought into the community picture. There is grandmother —and, remember, we have to study grandmother because we are all going to be mature workers, someday, ourselves. The elderly citizen is one of the great challenges of our period. Superior are programs such as that of the Philadelphia Recreation Association. With the help of forty organizations, the Association is able to reach 2,000 elderly citizens. Forty organizations help, two thousand people are reached! What is the budget? It's $5,000 a year for salary and running expenses. Isn't that a magnificent thing? That shows what we can get in this sort of community partnership.

And of the greatest importance will be the women leaders from groups, from business, from industry and from professions, who will gladly serve as interpreters of this program to the community. Starting in their own particular groups, you can often persuade them into action on your behalf. As you well know, a woman's club with a cause is one of the most powerful groups in any community. And when several such groups band together, pooling their interests to back the same cause—well, it's the exceptional board of aldermen, mayor, governor or chamber of commerce who remains inattentive to what they have to say. "Never underestimate the power of a woman."

Indeed, the volunteer's work often carries more weight in the community than the professional's since, in this skeptical world, there are those who still believe that the professional's opinion may be biased on the side of wanting to hold on to his job. It is not going to be easy. Working with community volunteers will be work for you, too. You will need patience and a special spiritual aptitude, a friendliness that will make the volunteer feel wanted and welcome. It is indeed this precious combination of the humane and professional, of the social and spiritual, which needs to be added to recreation work today.

On Recruiting Volunteers

OFTEN A CASUAL conversation with a visitor can create such a favorable impression for your community center, playground or program that, almost before you know it, another volunteer has joined. The personal approach, if sincere and enthusiastic, is invaluable and can be utilized at all times.

The following are suggestions for more formal methods of recruiting through the use of:

1. Local newspapers with editorials, feature stories, or generals news items concerning a need for volunteers. Be sure that any recruiting article states clearly the jobs available and the qualifications necessary for each. Emphasize some of the important and interesting things volunteers are doing in recreation work to give prospective volunteers the feeling that they might miss something if they do not respond.

2. Radio by dramatization, interviews with volunteers on the job, spot announcements, or special SOS calls for volunteers.

3. Slides or screen announcements at movies.

4. Distribution of printed materials, flyers and brochures.

5. Posters used in stations, stores, buses, churches, housing developments, schools.

6. Talks before community groups.

7. Word-of-mouth interpretation in daily contacts, through and from your own participants.

Dorothy C. Enderis Retires

HOWARD BRAUCHER

In 1912 an attractive young woman schoolteacher started helping with the city recreation centers of Milwaukee, Wisconsin.

She did not say to herself, "Go to it, now—I will build myself up until I am as highly regarded and as influential as the mayor of the city or the governor of the state."

She is not that kind of person. She devoted herself to her job. Yet many came to say that, as far as the lives of people were considered, she could not have been more influential in any other position. She is herself a rare comrade; she really likes people. She is always a smiling, happy person who appears to carry heavy responsibility easily.

She has thought of music, art, literature, the preservation of the best in the cultures of the national groups, as helping "to make a person companionable to himself. It is when a person is not companionable to himself that he gets into trouble."

Soon, because of all she was doing, Dorothy Enderis was in demand for important addresses before large national gatherings, was sought after for many important tasks, but she stuck fairly close to her own job and her own city. She did find time to be active in church and Sunday school. However, delegations from far and near came to her—if she could not go to them—to ask her questions, to see for themselves just what was taking place. Word went out from the office of the National Recreation Association to Africa, to Asia, to South America, as well as to various parts of Europe, regarding her program. An entire issue of Recreation magazine was devoted to the Milwaukee recreation centers. She became known throughout the world because she had demonstrated what a city can do to help its citizens lead happy lives; what a wise, able, energetic recreation executive can accomplish.

In Milwaukee, in the year 1912, when Dorothy Enderis was still a teacher, many of the people thought recreation was a mere luxury. When schools closed at three-thirty children were shooed from the school grounds, and those who sneaked back to play were reported to the principal for loitering.

In 1920, when Miss Enderis became head of the recreation department, Milwaukee had six social centers and fourteen playgrounds. Now Milwaukee is known everywhere for its philosophy of the lighted schoolhouse, keeping the school buildings open after school hours for the leisure moments that make a life. The city now has thirty-five social centers and sixty-two playgrounds.

The Milwaukee *Journal,* in writing of Dorothy Enderis, told of how, in the depression of the thirties, when there were so many unemployed and idle, a special center was opened which proved a haven for unemployed men. There were lectures, music, chess and other games. A cobbling corner and a tailoring corner were installed where the men could have their shoes and clothes repaired.

The Milwaukee *Journal* continued:

"No one will ever know of the thousands of persons to whom Miss Enderis has been a friend outside of her activities. She has been at the side of a father or mother who lost a loved one; she has been at christenings and weddings. Many a time, outside her office in the school administration building, she has sat down with someone who had been waiting for her, someone distressed who was restored to peace just by the gentle press of her hand."

We may well pause to think of the school superintendents, school boards and the citizens at large who have been so generous and constant in their support of this woman who has been so loyal to them. Milwaukee citizens have a place in their

Dear Dorothy Enderis:

In the story yesterday of your retirement, we gave your age as eighty-two. We are very sorry. You are only sixty-eight. Gracious as always, you said it didn't matter. Whatever the number of years, we are surprised, for Dorothy Enderis has no age. Few people accomplished as much as you have in one lifetime; still fewer, at any age, are so vitally young.

—Milwaukee Sentinel.

support of abundant living comparable to that of Athenian citizens in the Age of Pericles and the group in England in the Elizabethan-Shakespearean era.

The National Recreation School, a graduate professional school in New York City, carried on under the auspices of the National Recreation Association, for a period of years always called upon Miss Enderis to help in the training of recreation executives each year, and she was one of the most appreciated teachers because she had so much experience to share.

She also helped with the training of executives by receiving, in certain years, as many as four apprentice fellows sent to her by the National Recreation Association to learn by doing under her leadership. Certain of these apprentices now hold very important positions in the recreation movement.

Dorothy Enderis is one of the first, if not the first, to receive an honorary degree of Doctor of Recreation. She was awarded this degree in 1944 by Carroll College, Waukesha, Wisconsin. At another time Miss Enderis received the distinguished service medal of the Cosmopolitan Club of Milwaukee, awarded to the individual performing service most beneficial to the community, and also the honorary degree of Master of Arts conferred by Lawrence College, Appleton, Wisconsin.

On a nationwide radio hook-up she was cited for her contribution to the morale of America. When Frank L. Taylor, publisher of the Milwaukee *Sentinel,* was asked to name the most important influence in keeping the city's juvenile delinquency rate one of the lowest in the United States, without hesitation he named Dorothy Enderis and her exceptional service in providing opportunity for wholesome recreation for young people. The newspapers have generally recognized the important part Miss Enderis' department has played in keeping at a minimum Milwaukee's juvenile delinquency.

It was on September 30, 1948, that Dorothy Enderis retired, after serving thirty-six years in recreation work in Milwaukee, Wisconsin—eight years as assistant to the recreation executive, Harold O. Berg, and twenty-eight years in charge of the entire program.

Many younger recreation workers want to do what Dorothy Enderis has done, want to work in the same spirit that has characterized her work.

It has seemed to me that it is worthwhile, while Dorothy Enderis is still with us, to pause thus long to think of what her life and work have meant and how she has made her position of recreation executive as outstanding, perhaps, as any position could be made.

What stands out most as one thinks of Dorothy Enderis and her thirty-six years in recreation is what she herself says: "I have had an awfully good time at my job."

Just How Did Milwaukee Start Its Recreation System?

IT MAY NOT be out of place here to try to give an answer to this question which has frequently been asked. In 1911 the Child Welfare Commission of Milwaukee and the Board of School Directors united in writing to the National Recreation Association to ask that the Association make a study of Milwaukee and work out a plan for tax supported recreation. At that time there were no funds available to pay for this service. Later it became the general practice for communities, desiring this kind of very special help, to raise money in advance to meet the cost; but at that time, since no funds were available, the Association met the cost of several thousand dollars from its general funds and then asked Milwaukee citizens in succeeding years to contribute to make it possible to give the same kind of help to other cities.

Rowland Haynes, who has just retired as president of the University of Omaha and has had a long and distinguished career in education and in other community work, was then a field secretary of the National Recreation Association. He was called upon to make the study and to give the other help requested. Local leaders expressed great appreciation of what was done by Rowland Haynes during the months he worked in Milwaukee, helping to lay the foundations for a recreation system.

Among the local leaders particularly interested were H. H. Jacobs, of University Settlement; Mrs. Charles W. Norris; Wilbur Phillips, Secretary of the Child Welfare Commission; Mayor Seidel; Rev. Frederick Edwards; and Smith Y. Hughes, Superintendent, Boys' Busy Life Club.

Memorial Field and Stadium

The Story of American Cities in Recreation — Part III

MOUNT VERNON, NEW YORK

R. Walter Cammack

UNIQUE AMONG COMMUNITIES across the nation, Mount Vernon, New York, is a little big city. With 18,000 people crowded into *each one* of our four and one-fifth square miles of area (total population, 76,000) and completely hemmed in by two cities and two villages, making expansion impossible, Mount Vernon has grown to be one of the most densely populated cities in the United States.

A century ago this area was fallow land; until, in 1850, a group of men from New York City, in search of more room to raise their families, enjoy better health and higher standards of living, went north to the outskirts of the city, built their homes and found happiness in hearing their children shout across the open spaces.

But so many others had the same idea that the wide open spaces gradually vanished.

"God made the country for His children to enjoy. Man made the city and forgot the children."

In Mount Vernon, however, the women remembered—and did something about it.

Recreation Commission

In 1909, ten women, who were members of both the Westchester Woman's Club and the League of Women Voters, gave one hundred dollars to finance the first supervised summer playground. This demonstration aroused the interest and support of the Board of Education and later resulted in the appointment, by the Board of Aldermen, of a Recreation Committee of fifty, who carried on until the first World War.

After a campaign in which social, political and religious organizations rallied to the support of the movement, the voters of the city decided, by referendum on November 24, 1924, that a minimum of $20,000 should be spent annually by the city for public recreation.

Guided by the National Recreation Association and the Westchester County Recreation Commission, an amendment was added to the city charter making the Recreation Commission a component part of the city government.

"Such Commission shall consist of five members to be appointed by the Mayor. . . . Such Commission shall have, to the exclusion of all other committees and commissions on playgrounds and public recreation in the City of Mount Vernon, the organization and control of all recreational activities."

The Commission, appointed to serve beginning January 1, 1925, has the distinction of being the first one in the State of New York to take advantage of the state referendum law on recreation which had then been passed.

Achievement by Cooperation

Since 1945, although our population has increased fifty percent, our recreation budget has increased, in the same time, over three hundred percent (from $20,000 to $86,000). Still better, participation in our city-wide recreation program has multiplied more than ten times.

This has resulted largely because of the unusually cooperative working relationship existing between our Recreation Commission, the city administration, the Board of Education, civic clubs, private social agencies and fraternal organizations.

These fine public relations, which have enabled us to attain these achievements, did not just happen. They were earned, built up by careful attention to small details as well as to major projects. We treat every citizen request by telephone, by letter, or by personal visit; every suggestion or criticism is a real opportunity to maintain good public relations. Our office staff, supervisors, maintenance workers, all use such occasions to cement further the fine cooperative spirit between citizens and the department. This has paid handsome dividends in growth, support and service.

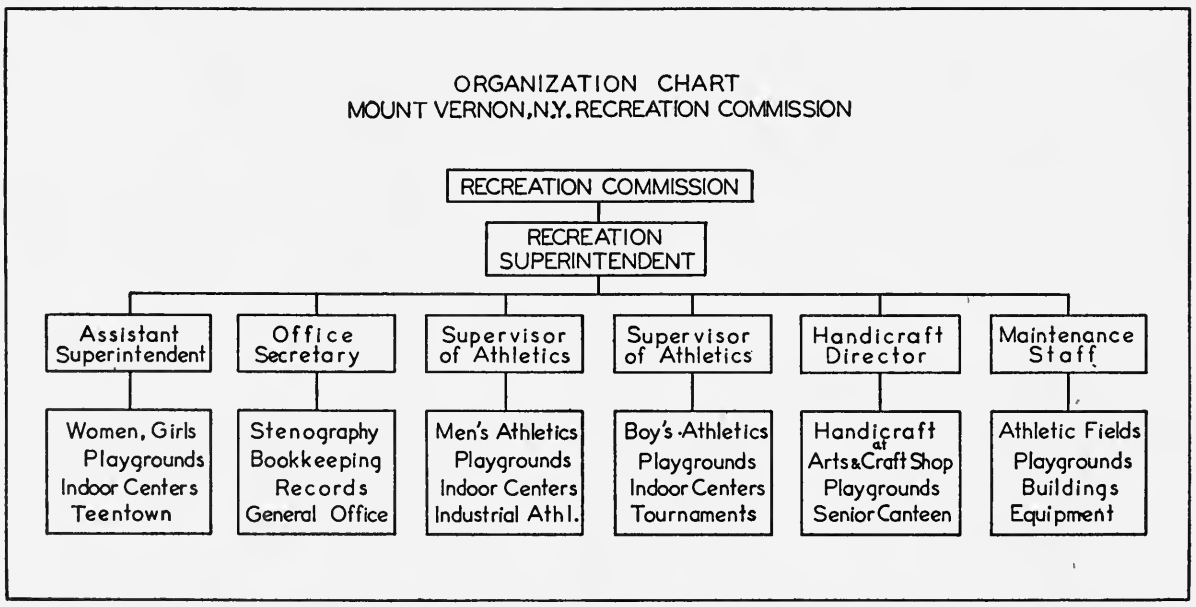
In January 1946, Mayor William Hart Hussey, in his annual message to the Common Council, devoted three-fourths of the linage to *curtailment* of city expenditures, and the balance of the message to the need for *expansion* of playgrounds and recreation facilities.

His proposal to set aside new areas for playgrounds, and his strong backing of the $100,000 program for the construction of new, and improvement of existing, playgrounds, made Mount Vernon the first city in this part of the country to complete a postwar recreation project. Although this required the approval of the Common Council on nine different contracts, not a single request of the Recreation Commission was rejected.

Realizing that the youth of our community are our most precious possessions, city officials have come to recognize the very practical fact that more and better attention to the recreation department, to *more* recreation for *more* children, results in commendation and support for the administration from the children's parents.

Staff

The year-round administrative and supervisory staff consists of the superintendent, assistant superintendent, secretary, two supervisors of athletics and a handcrafts instructor. The efficiency and skill with which the department is functioning is indicated by the fact that it is now conducting a program with an annual attendance ten times as large as that in 1929, when the same number of staff members were employed. Playground directors and evening center leaders are all employed on a part-time basis, which necessitates constant



Skating on private property "loaned" to Commission. Election booth loaned by City Clerk for shelter.

Art group in action. Popular arts and crafts shop is housed in building owned by Board of Education.

recruiting and training, but effects a material saving in salaries.

Maintenance staff members—consisting of six full-time and four part-time workers—take care of the athletic fields, tennis courts, ball diamonds, stadium, playgrounds, buildings and facilities for winter sports. Their interest and ability in keeping these facilities in first class condition have been invaluable.

Budget

A summary of the budget for 1948 is as follows:

Yearly salaries	$20,570.
Part-time salaries	29,501.
Wages—maintenance	20,100.
Office expense and mileage	1,400.
Repairs and renewals of equipment	6,400.
Recreation features	560.
Heat and light—Memorial Field	550.
Materials and supplies—Memorial Field	900.
Injury expense	100.
Coasting	750.
Teen Town	5,938.
Total	$86,769.

Since 1946, Mount Vernon has been receiving reimbursement toward one-half the cost of new or expanded recreation activities or facilities from the New York State Youth Commission, to the extent of $5,000 a year.

Areas and Facilities

With a play area now within one-quarter mile of the home of over ninety percent of the children of the city, Mount Vernon is recreationally unique and is close to the goal and dream of every recreation department. School buildings used for indoor recreation programs are almost equally accessible.

"I like to have my children go to the playground now," said a mother. "Before you had the new surface, the children came home so dirty from the dust and cinders that I had to stop them from going."

This must have expressed the attitude of many mothers because, at one playground, after it was resurfaced and fully equipped, attendance made the amazing jump from 6,000 the previous year to 105,000 the year after the improvements were completed.

Attendance at other improved grounds increased from five hundred to eleven hundred percent, which emphasized to the Commission that, in order to make leadership and service most effective and efficient, they must be supported by adequate facilities.

Of the twenty-one *playgrounds,* operated by the Recreation Commission, eleven are city-owned and ten are school playgrounds. The city grounds have recently had shelters erected and have been surfaced with black-top. All are fenced and completely equipped with the usual play apparatus.

Our three *athletic fields,* with an average of a little over eleven acres in each field, cover more area than the total of twenty-eight acres in the city parks. The facilities on the fields consist of eleven diamonds for baseball and softball, fourteen tennis courts, eight handball courts, three football fields, an archery range, two field houses; also a $200,000 stadium seating 5,000, built in 1931 at Memorial Field.

Housed in a separate building, owned by the Board of Education, is the *arts and crafts shop,* equipped with work tables, tools for wood work, metal work, etching, leathercraft, looms for weaving, easels for drawing and painting, a lathe, jig saws and so on.

Teen Town is located in a downtown city-owned building, turned over to the Recreation Commission by the Common Council. Following renovation by the teen-agers, the high school cartoonists

splashed likenesses of unusually acrobatic jitterbugs on the walls. They unquestionably give life and color to the place.

Use of School Buildings

The Board of Education holds the doors of the school buildings wide open for our use. We have heard recreation workers say that the superintendents of schools in their cities are "against the use of schools for recreation." We believe that, in most cases, this is inadvertently a misquotation. What the superintendent most likely was against, and justifiably so, was not the *use* of the schools but the *misuse* of school property and facilities. He was against broken windows, broken lights, broken chairs, broken promises. He was probably very much against the absence of responsible recreation supervision.

It is the policy of our department, when we take over the use of any school facility, also to take over the complete responsibility that goes with such use. We look after school property as if it were our own; we repair damages promptly, insist upon competent and adequate supervision and, in return, receive the full cooperation of the school authorities.

During the winter season we conduct an average of fifty-two sessions a week in school buildings. The Board of Education makes no charge to the Recreation Commission for heat, light or janitor service.

Program

WINTER — Ninety basketball teams in seven leagues, badminton, dances, arts and crafts, choral society, drama groups, boys' and girls' afternoon and evening gym groups, bowling, ice skating, coasting and so forth. Co-recreation groups, conducted Friday evenings in the junior high schools, have been particularly appealing to the younger teen-agers.

SPRING—One hundred and thirty-five baseball and softball teams in twelve junior and senior leagues, twelve after-school playgrounds, tennis, archery, handball, and so forth. Andy Karl and Ralph Branca, major league baseball pitchers, are former members of our junior and senior baseball leagues.

SUMMER — Twenty-one summer playgrounds, open nine a.m. to five p.m., six p.m. to eight-thirty p.m., with doll shows, movies, play days, showers, athletics, picnics and all the other usual playground activities; summer band and orchestra school, swimming lessons, swimming championships, tennis tournaments, baseball and softball leagues. Our Junior All-Star team won the New York State Junior Baseball Championship this year.

FALL—Twelve after-school playgrounds, final playoffs of baseball and softball leagues, high school and semi-pro football, football kicking contest. Frank Carideo, all-American and outstanding football player at Notre Dame, was a product of our playgrounds and football fields.

YEAR-ROUND—*Arts and Crafts*—Special classes in painting, sewing, first aid, motion picture photography, and such are supplemented by individual instruction in various arts and crafts projects. Art exhibitions are held and Girl Scout leaders receive crafts instruction.

Senior Canteen—Limited to those over sixty-five years of age, this group of fifty-two "seniors" meets weekly at the arts and crafts shop to "reminisce," play cards and have tea.

Teen Town—Now nearly four years old, this club, with three hundred teen-age members, runs merrily along to the tunes of the juke box, the click of ping pong and billiard balls, and with the consumption of astounding quantities of soft drinks and ice cream from the snack bar.

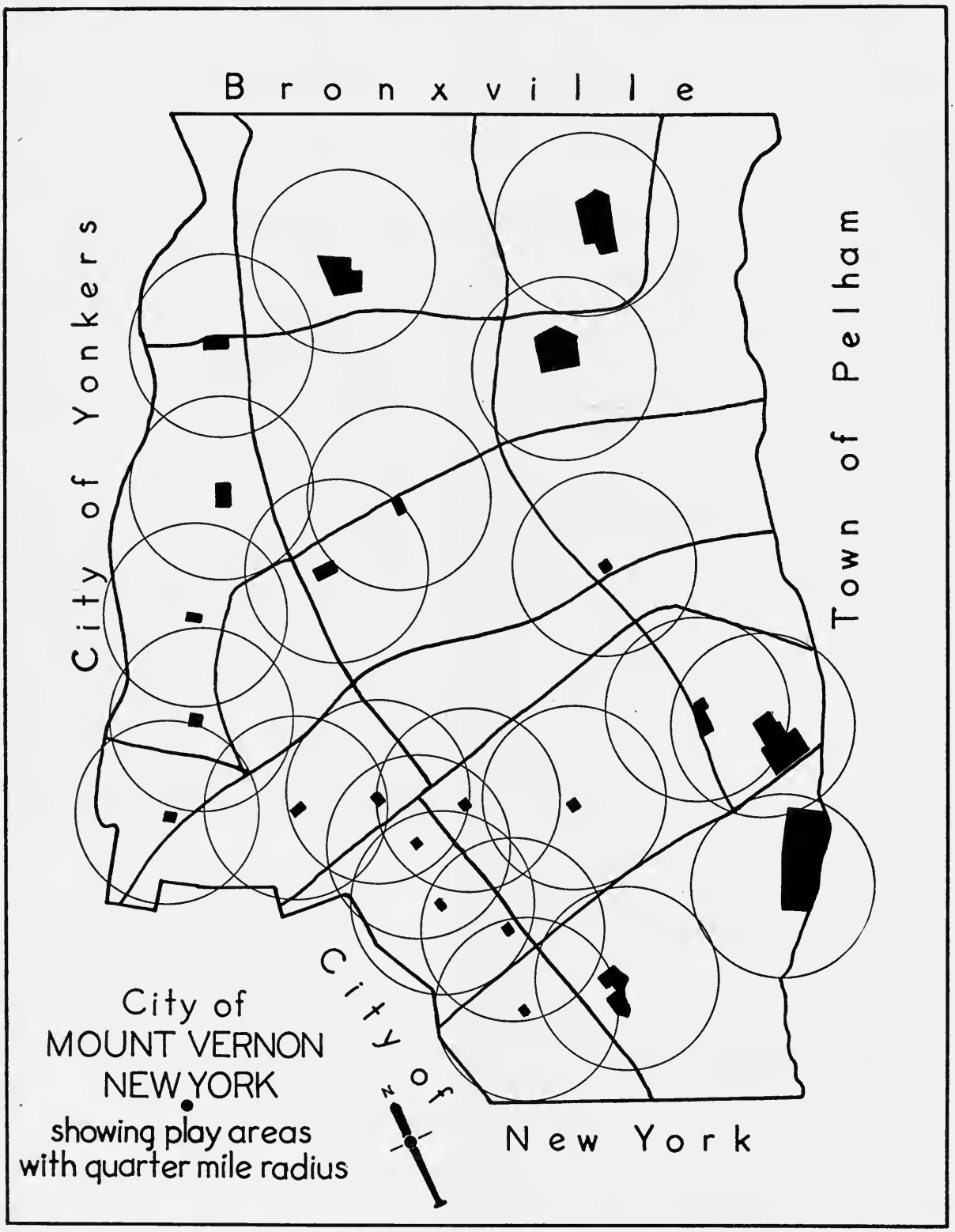
Industrial and Commercial Athletic Association—Organized in 1930, the teams are enthusiastic about their bowling, softball and basketball leagues and their annual awards banquet.

Community Team Work

In addition to the splendid working relationship between the Recreation Commission and the Board of Education, there are numerous other instances of community team work.

The Commission assisted in the establishment of the Girls' Club, which became a member of the Council of Social Agencies. The Elks' Club sponsors our midget baseball league of thirty-two teams, our pee wee basketball league and marble tournament; provides trophies and raises money for special activities. We schedule the use of school buildings for the Boy Scouts, Girl Scouts, Boys' Club, Girls' Club and other recreation programs. The Lions Club bought property and donated it for a city playground; they sponsor our annual swimming meets and baseball clinics. The Kiwanis Club sponsors our junior baseball league and junior tennis tournament. The Rotary Club recently conducted a survey of the recreation interests of the school children of the city. The Exchange Club is backing the model airplane flying group.

Co-sponsored by the Westchester County Recreation Commission, we have conducted movies, concerts, training institutes, softball tournaments,



choral societies and a football clinic. The high school, PTA's and the Council of Social Agencies aided in the organization of Teen Town, and its club rooms are used by various agencies and groups for meetings and social events. Teen Town has raised funds from its own members for the Community Chest, March of Dimes, Red Cross, Brotherhood Week and the Hospital Drive. The Police, D.P.W., and other city departments are our indispensable allies. The West Side Improvement Association helped establish two new playgrounds. The Commission provides ball fields for

the Y.M.C.A., Church Softball League and the Firemen's Softball League. The Mount Vernon Chapter of the National Council of Jewish Women organized the Senior Canteen and provides hostesses and refreshments each week. In cooperation with the Fire Department and the Westchester County Children's Association, we collect hundreds of toys to be repaired and distributed to indigent children at Christmas time.

The Westchester County Park Commission leases county-owned property to the city for two of our playgrounds and part of one of our athletic fields, and allows us the use of their pool for our swimming lessons and meets. Our local newspaper, *The Daily Argus,* is always most generous in its publicity of our activities. The League of Women Voters and the Westchester Woman's Club—the founders of the Recreation Commission—maintain an active interest in our program and progress.

Letters to the Commission

The "Senior Canteen," Mount Vernon's recreation center for the older generation only, was received with such enthusiasm by the older folks of the city that, at their request, we are planning to be open two afternoons a week this year. Aside from the many expressions of appreciation which the hostesses have personally received from canteeners, the oldest member — ninety-seven years young—wrote a poem praising the canteen, and a number of the folks signed a letter expressing their thanks. At last, the older generation have a place of their own where they may gather in a friendly atmosphere for the companionship they crave.

What other everyday, average citizens think of recreation service in Mount Vernon is illustrated by the following letters which are typical of many received by the Recreation Commission:

A mother: "For some time now my baby daughter and I have been enjoying the facilities of the Grove Street playground, and I want to extend my sincere thanks and appreciation to the Commission and its efficient staff. It is a blessing to have somewhere to take or send your child, where she will have fun and yet be safe." Ruth Mangarello

A mother: "I was thrilled to see baby swings and a sandbox installed for my three year old son. Along with the tiny tot area came the art craft and weekly entertainment show that kept my twelve year old daughter contented. Lo and behold! before my very eyes a softball area for my fourteen year old son. 'Three children,' I said, 'and all of them enjoying what once had been a vacant lot.' I'm putting my feelings in writing to you people who have helped me and other mothers to have an enjoyable summer with happy children to put to bed every night, praying for sunshine in the morning for another day at the playground." Mrs. A. Pezzino

A mother: "This note is to inform you of the excellent services rendered by Miss Rosemarie Tuccillo and Mr. Alan Bonaparte as recreation leaders at the Lorraine Avenue playground. The children were very happy there and we would appreciate the return of these leaders next year. The playground was made a special delight because of Miss Tuccillo's special talents, plus her untiring efforts and hours spent at the playground beyond the actual time required. My husband commented that the playground was run as a private day camp. In my conversations with the parents at the playground I found that they wholeheartedly agree with me." Mrs. M. D. Moglen.

A child: "I hope that you and the rest of the Recreation Commission staff will continue to carry on your excellent supervision of the playgrounds, not only next year, but in the years to come. If the children all over Mount Vernon have had as much fun at their playgrounds as we have had in ours, all I can say is—congratulations—you did a splendid job."

Louise Barbara Spears

As early as 1915, Francis R. North, field secretary of the National Recreation Association, made a survey of the recreation needs of Mount Vernon. As a result of the survey, a recreation commission was appointed and the work showed a steady growth until World War I, when the commission was abolished. For a number of years after that, the work was carried on under the school board. In 1924, a favorable referendum vote was secured on the establishment of a recreation system under the commission, and the voters also approved a minimum yearly budget for recreation of $20,000. The National Recreation Association field worker actively assisted the local League of Women Voters in the campaign—Ed.

Drama*

By William W. Pratt

The Cast: Two charmers in their youth.
The Time: Most any day.
The Scene of Action: Drugstore booth,
With music canned and gay.
The Plot: A brief refreshing pause
Of juniors minus poise.
The Props: Two frosted drinks, with straws.
The Conversation: Boys.

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Hollywood Night

As It Occurs at the Kenny Institute . . .

Fern Allen Schwankl

"THERE'S GOING TO be a party!" "What shall I wear?" "What are we going to do?" "Do you think I could look like Myrna Loy?" "Where will we get the costumes?"

This sounds just like any group of children anyplace, doesn't it? It could be, but these are the reactions of the polio victims, in the Elizabeth Kenny Institute in Minneapolis, when the Recreation Director says, "Let's have a Hollywood party, shall we?" For the children are not merely handicapped, hospital patients, nor physically deficient humans. They are normal individuals with the same needs, desires and dreams of those who walk and run.

A little lipstick, a gay gown and an excited heart were the ingredients little Susan took to the party.

And so the plans go forward. Costumes are hunted up and fitted, hair is washed and curled, stunts are planned and rehearsed, posters are put up and invitations extended. For a few days the party fever runs high. This is the first important phase of the celebration: *the planning and anticipation.*

Finally the long awaited night arrives and the suppers are put away hurriedly (even the hospital employees are moving more swiftly in their excitement!). From one ward comes excited last-minute demands for lipstick and earrings, from another the noises of a final rehearsal; and from the largest ward, the sound of the moving of beds, hanging of the stage background. A transformation is taking place—from sterile hospital plainness to festive clutter. The lights go up, the piano comes rumbling in, the microphone is put in place. Through all these preparations, bright eyes shine from the beds, and excited voices call out questions, for tonight is the night of our party!

With the zero hour (which in a hospital must come at 6:30 p. m.) a parade of wheelchairs, litters, and straight chairs bring the patient-guests into the largest ward. Can these be the same children who wear loin cloths while they lie under hot packs all day? They are just as dressed up as any children ready for a party. This is how they should look, for they are normal children, happy with the joy and fun of being and doing.

The master of ceremonies starts the night's entertainment—and every child gets into an act. It is important that each participate, for every child must feel that he is and will be vital and necessary. To each must come the satisfaction of giving of himself for the fun of all. This means a little extra pushing by those with more sturdy arms and legs, but no one minds at all for it's everybody's

party! After the patients have performed, they are entertained by two outside acts. These contribute to the excitement, give new interest, and add the final touch of professionalism. The party breaks up with a song by everyone, and then it's time for refreshments.

This is a Hollywood party, and glamor is the keyword. The volunteer helpers wear formals and dress suits. The simulated champagne (ginger ale plus imagination) is served from an electrically lighted punch bowl. While the guests relax happily with cookies and punch, the staff and helpers start the clean-up. Children's wards must be clear and quiet for early hospital bedtimes.

Yet, even though the lights go out on time, if you listen carefully you can hear small girl giggles or whispered comments. "Say, Mary, didn't you think that Katie looked beautiful tonight?" "I'd like to do imitations as well as that guy from the university did!" "Tomorrow we can play with the prizes we won!" Then come the dreams of happy children who have forgotten, for a moment, the terrible fear of useless hands or frail legs. Tonight they are only children who have been to a party.

Another important part of such an event is the *remembering*. For several days party talk remains in the hospital conversations. The special surprise, of Hollywood night, was a colored movie taken during the party and shown later during one of the movie hours. Reminders such as this keep memory active a bit longer.

The task of giving a party for an entire floor of patients, whose ages vary from six to forty-five (and whose physical conditions vary as widely), is not an easy one, but it is a wonderful job! It means drawing on all the ingenuity of the workers and the patients. It means collecting unflinchingly from hospital and community resources. It means additional hours to plan and prepare, extra legs to secure supplies and materials, added efforts to sustain group teamwork from every hospital worker and member of the volunteer staff. Add to these a large amount of imagination and a good sense of humor, and the job of giving a hospital party is not too hard after all.

It is difficult to devise a motivating theme—something to give the party both timeliness and purpose. Our Hollywood idea evolved during a meeting of volunteer recreation workers. As it caught on, everyone contributed to the plans for program and decorations. Dreaming up stunts which patients can enact often poses a real problem. The stunts must be suitable for the maturity level of the actors, and simultaneously prove good fun for the on-lookers. But the children are always helpful with the planning and know what they would like to do. Also, the family feeling within a hospital has saved many a poor stunt from falling completely flat.

Hospital parties are impossible unless one has the cooperation of the hospital staff and a good dependable volunteer staff. A large portion of the credit for a successful evening goes to our corps of approximately twenty able volunteer workers, who give their own time to help the children have fun. For the Hollywood party, each worker was assigned a definite job and responsibility. For example: two women helped the younger girls plan their stunt, write the songs and speeches, rehearse and fit the costumes, helped the girls dress, pushed the young actresses on the stage and off again. Another volunteer conceived the idea of making corsages for prizes and prepared them as her share of the work. This type of assistance makes our entire recreation program possible.

As we have four wards on the second floor of the Institute, we prepared four separate acts. Each ward practiced its act in secret, in order that the program would be a surprise for the other patients. Members of our girls' ward (ages nine through fourteen) held a beauty contest for aspiring starlets. Girls of this age level love to dress up in older girls' clothes, and proved to be sensational in their formals and earrings. Each girl prepared a "campaign speech" aimed at impressing the beauty judges. A sample of the speeches:

"I'm Miss Minneapolis.
My boy friend's a Swede,
But for a Hollywood Oscar
I'd trade him, indeed."

Of course, the beauty contest judges could arrive at no decision when faced with such beguiling

Three older boys came as the Marx brothers. Groucho is helped with his mustache by recreation volunteer.

contestants. Each girl received a corsage as well as a very special beauty title, such as "Miss Glamorous of 1948."

Our older boys (ages fourteen to forty-five) put on a Marx Brothers act. All that was needed for supplies came from a magic store. Wigs, false noses and eyes, a very "corny" joke book, squirt gun, and other props insured success. Who (age notwithstanding) can resist the joys of a water squirt gun?

The older girls (ages fourteen years to thirty-three) dressed to impersonate movie stars in their more prominent roles. We planned this act for audience participation. It was modeled after the radio program which gives clues from which contestants make deductions. Our impersonations were too good, for we ended up holding most of the prizes that we had planned to give away for wrong guesses!

The children from the smaller boys' ward planned their own cowboy act. They divided into two teams, made cowboy hats and paper guitars. They practiced campfire songs for a contest. Before the party, we arranged a human applause meter which was to help indicate the winner, but since such a device could not operate under the tremendous ovations received by our contestants, it broke down and everyone received prizes.

The outside entertainers were impersonators of famous people. A phonograph and piano provided the necessary accompaniment and background music. Although we would have liked an orchestra or band for the festivities, our limited space and funds restricted our ambitions.

Special parties are one of the high points of our hospital recreation program. We plan to have a general get-together party at least once a month, if the hospital census permits. Even when we are overcrowded, or some special condition prohibits a large gathering, we try to provide social mixers so that ward partitions and hospital walls will not seem too restraining.

Our entire recreation program has been based on the premise that all children are entitled to a normal happy childhood, whether victims of a disease or not. We must go even further, for we must try by every means to substitute and compensate for the regular active life these children are missing. Some of our patients must remain here for a period of more than two years. During this time, they are growing and developing, and must have necessary outlets for the expression of their personalities.

As nearly as possible, we strive to keep all our patients' activities as every-day-like as possible. This often seems impossible when faced with physically impaired children and hospital restrictions. Yet the Hollywood party is an example of what is really possible under these conditions.

Our recreation program is too limited by space, facilities, and help to be really as effective as we would like. We would want a situation where each child would have the unlimited opportunities which his individual personality requires.

Hospital hours can seem like days, the days themselves like weeks. It is often a time when a patient becomes changed emotionally and spiritually. In the hospital, a recreation program should be more than something to help "pass time." It should be instrumental in helping to build characters and personalities which will insure happier, and more useful lives for those whom illness and disease have cut off from a normal life.

At party's end Susan and Mary were among many who whispered remembrances far into the night.

"The value of play as a factor in the educational and social development of children has received marked recognition during recent years. The nursery schools and recreational centers in the large cities are directed toward this end. In our hospital (Milwaukee Children's Hospital), not only the occupational therapy department, but the entire staff of doctors, nurses, and X-ray and laboratory technicians are imbued with the psychology of play. Besides the playrooms on each floor, there is play material available for the patients in the admitting rooms and for those waiting for X-rays, laboratory work and operations."—Elsa Dudenhoefer, Director of Occupational Therapy, Milwaukee Children's Hospital.

Each garment is designed and tailored by volunteers who shop for unusual fabrics in city costume houses.

ICE VARIETIES OF 1948

WINTER SPORTS ACTIVITIES always are colorful and exciting. We hope, therefore, that the story of "The Largest Small Town Ice Revue in the World," a story of community action and cooperation, may stimulate the imagination of readers and inspire others to similar undertakings, both in professional and non-professional fields.

Escanaba is a small city located on Little Bay de Noc on Lake Michigan, in the Upper Peninsula of Michigan. The city—according to recent population surveys—has 16,000 inhabitants. It prides itself on a year-round recreation program—in fact, one of the most outstanding in cities of comparable size in the midwest. Its recreation department is one of the established city departments, and most unique in that the city also has a separate department of parks and forestry. When you study the annual budget, approved by the City Council for the amount of $30,000, almost two dollars per person, you realize that the effects of this program are far-reaching and that it has the support of the entire city. With one director, three full-time workers, and a number of part-time workers and volunteers, a balanced program of activities is made possible. In many instances, it is used as a model for other cities in adjacent areas, many municipal representatives coming to Escanaba to study the recreation techniques that are used and the manner in which activities and special events are staged. The department works effectively in cooperation with its Advisory Recreation Board, city officials, the Board of Education, and local civic organizations.

This story started eleven years ago on one of the outdoor rinks sponsored by the city. At that time, the local recreation department undertook to stage the sort of outdoor winter sports carnival usual with recreation departments. The carnival included skating races, the selection and coronation of a winter sports queen, snow and ice sculpturing, and so on. These functions were sponsored by the department in cooperation with the Escanaba Lions Club. During the carnival proper, several skaters appeared who were naturally talented in figure skating. The following year, with the added stimulus of performing before a large group, a few more skaters were inspired and, accordingly, presented a little longer and better exhibition. Six years later, a small ice revue on one of the outdoor rinks proved to be so gratifying, that the following year another show was staged; and this performance served as a stepping stone to the shows which were to come.

During the war, a resulting loss of a number of local skaters was counteracted by an arrangement made between the city and the Upper Peninsula State Fair Board. The recreation department was given permission to use the exhibition building at the State Fair Grounds during the winter season, for a nominal rental fee. It was found that the major portion of the exhibition hall, which was unheated and had a concrete floor, would make an ideal indoor natural skating rink. The recreation director had gone to another city, so the chairman of the figure skating board, Dr. Harold Groos, together with his wife, mustered a handful of local enthusiasts and organized the Escanaba Figure Skating Club, which that year presented the first local indoor show. Without proper lighting, direction of skaters, or the necessary properties, the show was a long way from being an outstanding event.

However, the following season and the seasons to come found each performance better and, in

A Small Town Community Project

All amateurs, skaters are trained by a staff member, an ex-professional, and practice dancing off-season.

1946, the efforts of the club were aided by the appointment of a more complete figure skating board, together with the addition of a new recreation director. One of the first duties of the board was to secure a professional figure skating instructor; and plans skyrocketed for the first major ice revue, "Circus on Ice." The following year brought the ice revue, "Fairyland Fantasies" and, this year, the "Ice Varieties of 1948—The Largest Small Town Ice Revue in the World." Perhaps the success of this production lies in such facts as:

1. All community organizations cooperate in staging this event—schools, churches, service clubs and the Chamber of Commerce.

2. Over two hundred skaters participating train for over a two-month period for their particular acts. All are amateurs with the exception of the director, who is a member of the department staff. Over three hundred other volunteer workers help in the staging of the production.

3. All the figure skaters are locally trained by a department worker, a former professional ice skater. During the off-season and summer months they continue their ballet and tap dancing instruction in the after-school recreation program.

4. All designing and construction of the properties, staging, and lighting features are worked out by committees of volunteers.

5. All costumes are designed and made by volunteers who go to New York and Chicago, at their own expense, to purchase materials for these costumes from nationally known costume dealers. A total of two months is used for fittings and sewing of the costumes, since each garment is specially tailored for the individual skater—for chorus members as well as soloists.

6. The production is viewed by over 7,000 people and is a non-profit venture, comparing with the best professional shows now on circuits throughout the nation. Other special performances are staged in nearby cities, which rely upon Escanaba for their skating talent. A number of the local skaters have left the city and, with their background of skating, have joined various professional shows in the country.

7. All proceeds of the revue revert to the show itself, to be used for necessary expenses. Features of the last two productions have been the black light numbers in which fluorescent cloth is used for costumes. The recreation department now has close to a thousand costumes in its wardrobe, which are used for dances, festivals, pop concerts, and so forth.

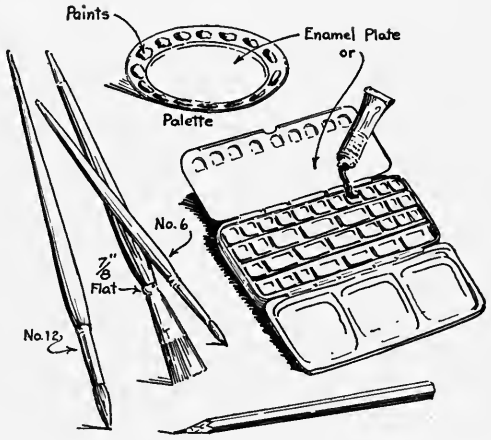
One of the benefits of this activity is that it provides for hundreds of children, as well as for their immediate families and the corps of volunteers, a recreation activity which extends throughout the winter season.

"Outdoor sports, despite their zest and fun, are often neglected even in communities most favorably situated for their enjoyment. Survey the recreation facilities and opportunities for your town and its environs. You may find many not properly utilized, and discover others that have never been thought of before—for example, sites for skating rinks, ski and toboggan hills, snowshoe and hiking trails over hills and through dales."

—Ernst A. Stewart in The Lion.

WATER-COLOR PAINTING IS FUN*

Wherein Frank A. Staples, Director of Arts and Crafts for the National Recreation Association, gives practical pointers on learning how to paint.



MANY PEOPLE WISH that they could paint pictures, but never do anything about it. Some try and become discouraged, usually because of lack of proper encouragement and information. Thus this is written to encourage and inform those who want to paint.

The first thing you need to know is what paints, brushes, paper, pencils and equipment are required.

For paints, get the following water colors in tubes: Alizarin Crimson, Vermilion, Burnt Sienna, Yellow Ocher, Gamboge, Hooker's Green Dark, Cobalt Blue, Ultramarine Blue and Cerulean Blue. Student colors are satisfactory in the beginning; later a more expensive color can be purchased. Eventually, you will want to add the following to the palette: Raw Sienna, Aurora Yellow, Viridian, Emerald Green, New Blue and Peach Black.

For a palette, a white enamel plate is satisfactory, or you can buy a regular water-color box. This box will contain colors in pans. Use these and then squeeze your colors into the empty pans as needed. Do not squeeze too much at a time as water-color paint works best when not too dry.

Now for brushes—you can do nicely at first with the less expensive paints, but from the very beginning good brushes are important. The best red sable brushes should be used, and they can be purchased at any reliable artists' supply store. That is where you will get your paints and paper, too. In the beginning, you will need two round red sable brushes, a number twelve and a number six; later, add one seven-eighth inch flat red sable brush.

Brushes are your cherished tools and should be carefully cared for. The simplest way to keep them in good condition is to carry them in a case. Be sure it is wide enough so that there is a small space between the brushes, and long enough so that there is extra space above and below the brushes.

Paper is your next consideration. A water-color block is most convenient. However, you can buy your paper in sheets and cut to the size required. When this is done, a piece of heavy cardboard or three-ply wood is used as a back support while painting. Instead of thumb tacks, use elastics to hold the paper in place.

In the beginning, any student water-color paper will do, but later you will want a good grade of handmade paper. The heavier the weight, the better the paper. Thin paper is not very satisfactory. Most of the best papers are imported. Good water-color paper comes in three surface grades: smooth, medium and rough. Medium is recommended for the beginner. Smooth paper is best for very tight and detailed painting. Rough paper is difficult for the beginner. It has its advantages over medium paper when a great deal of white is desired.

The beginner often tends to use paper that is too small in size. A good size is twelve by sixteen. Be sure to paint on the right side if you buy it in separate sheets. If you will hold the large sheet

*From "Water-color Painting is Fun," prepared for the National Recreation Association by Frank A. Staples. Just published by Whittlesey House, New York and Toronto. $3.50.

of paper up to the light a water mark, which is the name or trademark of the maker, can be seen. This water mark reads correctly when the right side of the paper is facing you.

As one usually draws the details before painting, a pencil will be needed. Any medium soft lead pencil will do, such as a *B*. Mistakes in drawing are removed with an eraser, art gum being the best. You also will need a pint or quart water container. Try using a glass jar with a screw top. A lightweight folding campstool is useful, though not absolutely necessary. Some prefer to sit on the ground, steps, rocks, and so forth, rather than carry this piece of equipment.

Now you are almost ready to paint. You have yet to choose your subject. Some guidance in making this choice may speed you to success.

If you are not careful, you will be tempted to draw half the world, or as much of it as you can see. Half the world is quite an undertaking for a beginner, so let us go to the other extreme. Our first subject will be mostly sky. Select a scene containing few trees and buildings, with flat ground. Then leave out the trees and buildings, painting only the ground and the sky.

ACTUAL SCENE

FIRST PICTURE—SUBJECT MATTER
Ground and sky values only

Why do this? Because first we must learn to see the big simple relationship between sky and ground. Then, later, we can add trees and buildings, and the like. When we do attempt this, we will use the same approach—painting only part of a tree or building. In other words, it is best, after having some success with the big relationship of sky and ground, to make your field of vision a small area. The field of vision is the amount of

SMALL FIELD OF VISION

SMALL FIELD OF VISION

picture you paint. Later, when we are successful in painting these small-field-of-vision pictures, we can put them together.

COMBINING SMALL FIELD OF VISION PICTURES

After you have chosen your subject you must make yourself as comfortable as possible. If you have a campstool, place it firmly on the ground so that it will not rock or tip while you are working. If you are sitting on the ground, choose the most comfortable spot available. Try to arrange your position so that your paper is in shadow. It is very difficult and sometimes impossible to see your colors correctly if sunlight is reflected from your paper. It will be difficult enough with the best of conditions, so avoid any unnecessary handicaps.

Now you are ready to try a sky and ground picture. The pencil drawing is simple. All that is needed is a horizontal line running across your paper at the point where the sky and ground meet. If you do not think about it, you will most likely draw this line through the center of the paper, dividing it into approximately two equal parts. This is not good, for you have given equal importance to both sky and ground. It is much better to give one dominance over the other. Try putting

the line well below the center, giving prominence to the sky. Later try one by reversing this idea, but try the sky one first. Why? Because it is easier to paint sky than ground.

Next, look at the subject with half-closed eyes, so as to eliminate all details. Which seems lighter, the sky or the ground? Usually the sky is lighter. How much difference is there between them? Try to record this difference. It does not matter what colors you use in this first picture. If you get the true general lightness and darkness of the sky and ground, it will look right. For that matter, you could use two shades of green, red or blue (or any color), for the sky is sometimes green, red or blue, and so is the ground. Later you will try to paint the delicate gradations in the sky, but at first you are only interested in the big general tone.

Keep at this simplified type of picture until you feel satisfied that you see it and can paint it.

There are three objectives you must reach before you will paint well. First, you learn to see; second, to draw; and third, to control your medium. You do not learn these separately. They grow together to make up a whole. Your ability to see, to draw, to control your paint develops simultaneously. One helps the other, and yet, at times, you think of them individually.

What do we mean by ability to see? Our eyesight is good; we can see! Yes, that is true, but the artist must see differently from the layman. When you paint, you observe only the important items: those shapes, values and colors that will give the idea you wish. It is a simplified, yet an accurate, truthful seeing. You are translating the beauties of nature. And in doing this, you record the important truths and ignore the trivial. You have the advantage over others who do not paint; you can see the great secret beauties of nature that are ever before our eyes. What a satisfaction there is in really being able to see! That is one of your rewards for the struggle: the failures you have turned into successes. And there are other rewards, too, so don't give up, even when it looks hopeless—for at times it has looked that way even to the great masters of this day and of the past.

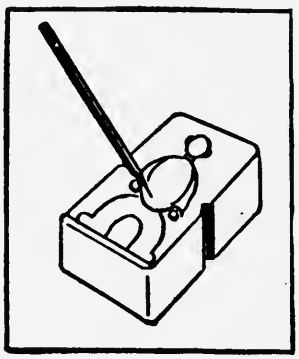
And what is drawing—another of those stumbling blocks that we must master? It is the ability to put on paper what you observe. You see simply those lines and forms that give you a truthful translation.

Water color is our medium, and its control is essential if we are to make accurate interpretations. To make the colors flow where we want them to go, to keep them clear and sparkling, to blend them beautifully, and to put them on paper with unhesitating sureness is our objective. This comes with practice, courage and clear thinking. When we are successful, even in a small way, painting is fun.

Outdoor painting has its advantages. First, you are exposed to fresh air and sunshine; and second, you are creating your interpretations of natural beauty. Both are relaxing and healthful.

Creating your own pictures is more fun than copying pictures painted by others. When you paint from nature you are creating. Nature is stimulating your ability to interpret. Copying is reproducing accurately every detail. It would be impossible to copy nature. Every leaf on a tree could not be drawn; some must be left out. Let us go outdoors and paint.

Soap Carving



SCULPTURE IS ALMOST as old as history, but many of us don't think to try it for ourselves because we see the great monuments of the art in wood, bronze, marble . . . and think it must be too difficult an art and too costly a medium.

But we can learn to carve or mold things out of materials which are cheap and easily obtainable . . . clay and plaster, for example . . . or soap.

A revised, 1948 Manual of Soap Sculpture has just been put out by the National Soap Sculpture Committee, and is available to group leaders and educators free of charge. The primary purpose of the committee is to encourage a wholesome, rewarding, inexpensive art-hobby, with soap being recommended as a simple and familiar material. Success with this medium often spurs the beginner to explore other forms, other materials. The manual is short, concise, full of suggestions and helpful illustrations. For further information write to the above committee at 160 Fifth Avenue, New York 10, New York.

DEEMS TAYLOR shows care in his "*Cliffdwellers.*"

JOE LOUIS hung up his gloves, painted with zest.

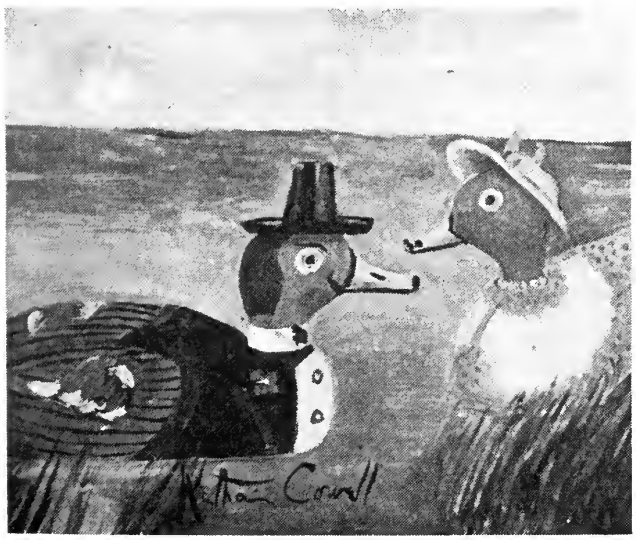
PAINTING
Is Popular

PAINTING FOR FUN is catching on furiously from coast to coast. Those who don't try to paint seriously usually achieve a personal whimsy. The efforts of celebrities, here reproduced, were among many which were contributed to an exhibition in the New York galleries of the Associated American Artists for the benefit of the Urban League.*

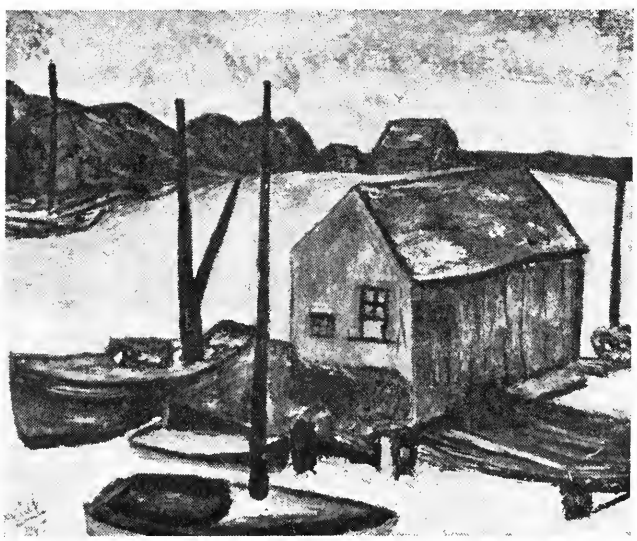
*Reproduced by permission of LOOK magazine.

FRANK SINATRA'S sad "*Scrubby.*"

KATHERINE CORNELL'S decoys show delightful humor.



JOHN GARFIELD'S seascape depicts vitality and strength.



Recreation Trends in the Rural Community

A. F. Wileden

It is highly significant that the National Recreation Association should hold its National Congress here at Omaha, in the rural middlewest, at this time, and that it should be devoting so much time to rural recreation and to recreation in small communities. Even the casual observer can detect new forces at work in the land, and these new forces are making themselves felt in the rural areas, thus having a direct bearing on our topic.

Need for Positive Emphasis on Recreation

It would be quite superfluous for me, at this time and with this group, to point out the place of, and needs for, recreation. However, there is a phase of recreation development that we cannot take for granted—that is, to assume that all other people feel and believe as we do about it.

As a matter of fact, I think that one of the most commonly committed errors of many social-minded individuals is the mistaken belief that people need guidance and training to qualify them for the best use of their work time, but that they do not need such guidance and training for the best use of their leisure time. Likewise, the general belief seems to prevail that people need education in their money-earning endeavors, but that no education is needed in their money-spending habits and activities. I suspect that teachers and ministers and civic leaders commit this error less frequently than do many other groups in our society; but even they fall far short when their emphasis terminates with a series of "taboos" or "thou shalt nots." The fallacy is that we have too often taken for granted the positive emphasis in recreation.

There is every evidence that we, as a people, cannot and must not continue to make this mistake. With a greatly increased technology in agriculture and industry, with a rapid decrease in the number of working hours, and increased emphasis on the satisfactions in living, to mention only a few of the trends, the need for education in, and giving direction to, our leisure-time activities becomes increasingly obvious.

Probably one of the most obvious illustrations of where the lack of a positive education program in the use of leisure and our money-spending habits is leading us today, is in the purchase and consumption of alcoholic beverages. In 1946, people of the United States spent about seven billion dollars in the purchase of such beverages, which is at the rate of almost fifty dollars for every man, woman and child in the country. This was more money than we were spending for all types of public education combined. I want to point out the direction in which it is so easy for us to move as we get more money to spend and more leisure time in which to spend it. And I want to emphasize the urgent need for an organized positive emphasis on a program of leisure-time activities, and the importance of increased attention to education for leisure.

Importance of the Small Community

However, another need that is just as important, but probably less obvious, is the development of strong local communities in our society. The strength of any society, and most certainly the strength of a democracy, is dependent upon its grass root foundations—and those foundations are its people, its homes and families, and its local group life. In our great concern today for furthering one program or another on a state, or national, or even international basis, we often forget that simple fact.

Particularly are we inclined, today, to forget the small community. The farmers of this country, through the Agricultural Extension Service, probably have the finest system of adult or continuing education yet devised anywhere in this world. Their formal school program is improving. The large cities and those of intermediate size have drawn to them the business resources and leader-

ship of the nation. They have their vocational schools; many of them have extensive programs of cultural and civic education (including recreation); and they have the best formal school systems for their young people. Meanwhile, the small communities, "neither hay nor grass," as Dr. Brunner has described them, are relatively untouched by the Agricultural Extension Service. They are without vocational education other than that included in the high school curriculum, and almost invariably without organized programs in the field of civic education or recreation. Worse than that, their most valuable resource, their youth, is continually being drained off to the cities. The strikingly commonplace remark of the village youth is, "Why should I stay? There is nothing for me here!" This, and more, was the picture A. E. Morgan had in mind when he wrote, "In modern times the small community has played the part of an orphan in an unfriendly world. It has been despised, neglected, exploited, and robbed. The cities have skimmed off the cream of its young population. Yet the small community has supplied the life-blood of civilization, and neglect of it has been one of the primary reasons for the slowness and interrupted course of human progress. It is high time that the fundamental significance of the small community be recognized."

Dr. A. F. Wileden, rural sociologist for the University of Wisconsin, in this address to the National Recreation Congress, points out that the strength of any society is dependent upon its grass root foundations—its people, its homes, families and local group life.

At the same time that we have been permitting all of this to happen, the small community has been becoming an increasingly important unit in our society. For one thing, about one-third of the people of the United States today live in these small communities; the actual number, of course, depending on where we draw the line. Furthermore, the proportion of this population is increasing. An analysis of the population from 1930 to 1940 shows that, during that period, the farm population of the United States increased only two-tenths of one per cent, urban population increased 7.9 per cent, but the rural non-farm population increased by 14.2 per cent. This rural non-farm group included the smaller of these small communities that we are talking about.

The importance of the small community is slowly being recognized. The decentralization movement in industry is looking to the small community because of the economic advantages it offers. We are reorganizing our school systems, whether it be a consolidated or a unified plan, with the community as a definite part of the picture. Church leaders are conscious of the precarious position of the open country and also of the city church, and are talking of community churches. Health people are organizing community health committees and community health councils, and the number of hospitals located in small communities is rapidly increasing. The community council movement is again meeting acceptance in a number of places. And occasionally it is hinted, if not directly expressed, that the time has arrived when we should strengthen the thousands of small rural communities throughout this nation as a defense against atomic warfare.

Apparently the time has arrived when recreation-minded people should, and must, give more attention to the development of sound recreation programs concerned with the welfare of all the people who live in these small communities. Occasionally such experiments are now being set up and carried on in selected communities, but the procedures are not too clear. Obviously the traditional methods of organization used up to this time are not adequate. It is equally obvious that the large city pattern of recreation organization is in need of considerable modification if it is to meet the conditions which prevail in small communities. It appears to me that one of the major matters of present-day concern is with the types of recreation organization most adaptable to the thousands of small rural communities, and where such programs fit in with the other functions of community life.

Trends in Rural Recreation

I suspect that one of the most fruitful ways of analyzing our methods of organization for carrying on recreation programs is by observing its chronological stages of development. I think this is particularly helpful in rural areas because different communities are in these different stages of development. Yet the different social forces bearing on the situation today are stimulating them all to follow along these similar channels.

Recreation Associated with Work Habits —Historically and culturally in rural America, our leisure-time activities have been closely associated with our work habits. Work has been repeatedly emphasized as a virtue. This emphasis

has been very strong at certain periods in our development, and has been, and still is, very strong with some people. It is an emphasis which has produced very tangible results in our development as a nation. It has made possible the carving of a great nation and a great world power out of a wilderness, in a relatively short time. Attitudinally, with many people, it has left little or no place for leisure. It was *Poor Richard's Almanac,* one of the most widely read publications of less than two centuries ago, that said "Idleness is the devil's workshop"; and idleness was then used almost synonymously with leisure. This emphasis was so great that some rural people today have to apologize to their neighbors for taking a day off. They subconsciously seek to justify their taking a vacation or even going to a picnic.

This stage in the development of a leisure-time program was the day of the barn raising and the husking bee. It was the period of mutual aid when farmers helped their less fortunate neighbor get in his crops. It was the day when men hunted and fished for food, and women got together to tie a quilt or even to do the family sewing. You can easily see why a farmer would go over on a winter evening to talk with his neighbor about his crops and stay for a friendly game of cards. It was logical that the agricultural fair should start as a very popular educational enterprise and gradually become more and more of a recreation outing. Rural people really did work hard to create a farm and build a home out of the wilderness, and to get some of the increasingly large number of "modern" conveniences for the family to use. However, they were stimulated by an urge for greater satisfactions beyond these physical things, an urge which led them to seek personal pleasures within their economic and cultural framework. They found that they could achieve some of these satisfactions for themselves, and secure the approval of other people at the same time, by associating their play with their work. It is well for us to remember that some people and some groups are still in this stage, or just emerging from it.

RECREATION AS A FUNCTION OF ORGANIZATION AND GROUP LIFE—A second stage in the development of a concern for recreation in rural communities is the one in which most rural areas and small communities find themselves today. It is the volunteer recreation leader stage, and really is divided into two periods.

The first of these was when rural social life tended to center around two of the leading rural social institutions—school and church. At that time, a part of the teacher's recognized job was to provide leadership for the total school district, and usually the teacher lived in the district. These were the days of the spelling bee and of the geography and arithmetic match, participated in by parents and children together. They were the days of the school social center or of the school-centered community club or farmers' club. Along with this came a concern on the part of the church to serve the social needs of its constituency—and particularly of its young people.

However, since World War I, this emphasis on recreation from the church and school has been changing, probably not because the leadership within these groups wanted it to change, but rather because of certain forces beyond their control. On the one hand, teachers have become more professional in the task of teaching children in school, and the automobile has made it no longer necessary for them to live in the district in which they teach. Also the emphasis has been on making the minister a better trained theologian. On the other hand, an almost entirely new era of special interest groups has come into being—a type of group that, much like the church, has wanted to use certain phases of recreation to balance its program and strengthen its position with the constituency it would serve. I am referring to the increased expansion of farm organizations such as the Grange, the Farm Bureau, and the Farmers Union; of civic clubs such as the Lions Clubs, Kiwanis, and Rotary; of women's organizations such as Women's Clubs, Mothers' Clubs, Homemakers' Clubs and Parent-Teacher Associations; of youth organizations such as the Boy and Girl Scouts, 4-H Clubs, F.F.A. and F.H.A., and older youth clubs of various kinds; and of the many cooperatives. The numbers and types of these organizations have been expanding rapidly in the past twenty-five years, and most of them are concerned with selected phases of a recreation program.

This desire on the part of these many organizations and the church and school to provide at least part of a recreation program to a part of the community, has given rise to a number of major organizational problems. Particularly is this the case when we realize that, like the church, the major interest of these organizations is almost always in some other field, with only a secondary interest in recreation. One of these problems is the need for these various groups, each with somewhat different points of view, to get together on some sort of area basis and plan for the total needs of the total area. It is this situation and this need that

have led to the development, in many areas, of informal programs of community cooperation and also to the development of community councils. Frequently, in small communities, these councils virtually have become recreation councils, and some are recognized by that name. A successful program of community cooperation, or a community council, necessitates a willingness on the part of the various local organizations and their leaders to sublimate their personal and group desires and ambitions in terms of the total welfare of the area, and also a willingness on the part of the "outside" leadership in each of these organizations to permit this to be done. There are, today, increasing numbers of illustrations of such successful cooperation to the mutual benefit of all concerned.

Another of the recognized needs coming out of this situation is for "trained recreation leaders." Many, but not all, of our recreation activities are of a group nature and necessitate group leaders with certain knowledge and skills. A total recreation program requires leadership with understanding and perspective. Very seldom have preachers, or teachers, or organization leaders secured much training along these lines. Very few professional recreation leaders with these qualifications are available, even if rural communities wanted to employ them. The immediate solution, therefore, is to try to provide some of this vision and understanding and skill to large numbers of volunteer leaders. It is this task that the National Recreation Association initiated on a national basis a number of years ago. It is this task that the Agricultural Extension Service, in a number of states, has been, and now is, carrying on. It is this task, in an expanded way, that a number of states are now meeting through the Recreation Leaders Laboratory movement. In Wisconsin, for example, the Recreation Leaders Laboratory Association, in cooperation with the Agricultural Extension Service, last year, through its state, regional and county laboratories, provided recreation training to about 1,800 leaders and prospective leaders. This laboratory association, which states its purpose to be "to discover, develop and train volunteer recreation leaders," is a cooperative effort between churches, schools, rural and village organizations, cooperatives, welfare agencies and the extension service.

Recreation as a Public Responsibility—A third stage in the development of a program of leisure-time activities, and one which even in small communities will become more important in the future, is its development as a public responsibility. Education for work, and the carrying on of adult educational programs concerned with earning a living, have long been considered a responsibility of government. I believe we are at the threshold of a similar development in the field of education for leisure and in the general direction of leisure-time activities. The public library movement has, of course, pioneered in this field. (The National Recreation Association has worked to this end for many years in the recreation field.—Ed.) Furthermore, regardless of how we may have felt about it at the time, the recreation program carried on during the recent depression years by the Works Progress Administration gave the publicly sponsored recreation movement a great impetus. Even though the leadership was often weak and poorly qualified, many people envisioned the possibilities of a broad recreation program for the first time. All of us, I expect, know of cases where people who had tried to provide their own recreation leadership on a volunteer basis found it more convenient to call on WPA to provide that leadership; and when WPA was terminated, found themselves caught short. The simple fact is that the idea of a publicly paid recreation leadership, similar to other fields of education and welfare, was planted in many areas. The U.S.O. movement, through returning service men and women, has given it impetus; and that idea has now taken root.

The results are that today even some very small communities are employing recreation directors out of public funds. Menomonee Falls, Wisconsin,

a small town with a population of about 1,500 people in its incorporate limits and probably about 3,000 people in its service area, is an example. Other small communities have expanded the appointment of one or more members of their high school faculty to twelve months and given them the increased responsibility of providing recreation leadership for the entire community, with special emphasis on children during the summer months when they are not in school. Occasionally, also, counties or parts of counties have employed recreation supervisors. These are rural adaptations of a plan rather generally accepted in our larger

cities, and even in many of our small cities that have rather fully staffed recreation departments.

As a matter of fact, probably the two major factors that have slowed the more rapid expansion of a publicly sponsored recreation program have been the usual reluctance on the part of public officials to allocate tax money for new purposes, and the lack of adequately trained professional recreation leadership. Up to this time much of the emphasis by professional leadership in the recreation field has been on physical education with special attention to competitive athletics. This has been true both in and out of the public school system, and has been the characteristic emphasis in our newspapers and over the radio. A much broader concept of recreation is developing today, and is being demanded by rural and village people. The request is for a program including cultural, social and manual recreation, as well as physical recreation. This necessitates a type of professionally trained leadership which, up to this time, has been inadequate to meet the needs. It was to meet this demand that the University of Wisconsin a year ago launched a curriculum for training such leadership. The bases for this curriculum are an adequate background in the social sciences, training in a number of skill areas, and training in professional methods and techniques. Other universities and colleges are developing similar curricula.

I do not wish to imply that I believe all professional recreation leaders should be employed through public funds. Many private agencies, such as the Y.M.C.A. and Y.W.C.A., Boy Scouts and Girl Scouts, Red Cross, Labor Unions, Industrial Plants, Farm Organizations and Cooperatives should, and will, continue to provide their constituencies with staff qualified in this field. However, I venture a prediction that more and more such personnel, working in the interest of all of the people, will be provided through public funds.

Neither do I wish to imply that I think such professional leadership will supplant all volunteer leadership. The very essence of a recreation program is the voluntary aspect of it, and one phase of voluntary expression is voluntary leadership. It seems to me that what is likely to develop in the small rural community is professionally trained direction for the program, using a staff of volunteer leaders—especially in the skill areas. In many communities, as I indicated above, this will probably take the form of an expansion of the already available professional recreation leadership in the schools. However, this will often require differently trained teachers than schools have employed up to the present time. Also, it is frequently going to require an expanded vision of the responsibility of the modern school to the community. There is considerable evidence that, through our centralized or unified school systems, we are moving in this direction.

Rural Recreation — South Carolina Way

MANY COUNTY AGRICULTURAL extension leaders appreciate the fact that recreation activities add interest and fellowship to their program. Florence County, South Carolina, for example, has an active rural program, and it is interesting to note the amount of recreation included. Each 4-H and Farm Women's Club has a chairman of recreation and music, and a part of each club meeting is devoted to a period of games and fellowship.

One year's program has included the following recreation activities: a skit on the "Origin and Meaning of the 4-H Program"; a nature program; seasonal parties; a food conservation program, including planning of refreshments; flower arrangement suggestions.

All Farm Women's Clubs in the county belong to the County Council of Farm Women, which holds two meetings a year, each one being planned around a special interest. One such meeting used the theme—"Consumer's Education." Two hostess clubs took charge of arrangements, group singing and refreshments. The speaker chose the topic, "Better Buys," and exhibits for the meeting included items suggestive of "saving," such as made over garments, and the like.

A Rally Day, held last fall, was a great success. It started with a parade down the main street of Florence, headed by a police patrol. All traffic was stopped and, since there was no band, boys and girls sang 4-H songs. Each club carried its own banner. The 500 boys and girls who took part marched to the park, where the Kiwanis Club served luncheon and led games; then went to the local theater for a special program. Several new clubs have decided to organize since the rally, and five new groups are now on the waiting list.

Money raising projects are also planned with an emphasis on such recreation activities as fish suppers, barbecues, plays, and variety tables at meetings—surplus foods such as butter, eggs, and other farm produce, aprons, canned goods, seeds, cuttings which are donated and sold at low cost.

World at Play

Football—Standing Up—So that its young football enthusiasts may play the game with much less risk of injury, "touch" football leagues are now being organized at Los Angeles municipal playgrounds. Since most junior Blanchards and Davises usually lack protective pads, headgear and specialized training, "touch" football is a safer variation of the game in that it eliminates tackling and massed line play and reduces the number of players of each team from eleven to seven. The playground leagues are being divided into a junior class for boys fifteen years of age and under, and a senior division for youths eighteen years of age and under. After the season's play at each recreation center produces a local championship team, the winners will compete in district playoffs and then, finally, in city-wide playoffs for the Los Angeles playgrounds "touch" football championship.

A Musical Anniversary—It was about one year ago—December 16—that the Toledo, Ohio, Division of Recreation made its musical debut. Under its sponsorship, eight vocal groups joined talents for a Choral Parade held at the city's Museum of Art. Among those who blended their voices in traditionals and favorites were the Waite High School Choir, singing "O Come All Ye Faithful" and "Silent Night"; the Men's Glee Club of the Sun Oil Company and the St. Mary's Men's and Boys' Choir, each singing well-known selections; the Police and Fireman's Glee Club, lending their baritone and tenor voices to "Dear Land of Home" and "The Lost Chord." The recreation division was very successful in its first attempt to bring to the people of Toledo a vocal festival comprising representative singing groups from churches, schools, industries and social organizations. Everyone is now looking forward to this year's second Choral Parade.

Ghostly Reminiscence — Giant community Halloween carnivals were held the night of Saturday, October 30, at playgrounds and recreation centers throughout Los Angeles. Under plans set in motion by the city recreation and park department, great bonfires blazed at playground centers, lighting the way for the arrival of troupes of costumed ghosts, hobgoblins, witches and other eerie characters of all sizes—from tiny toddlers to full-grown spooks. After this came costume parades, music, entertainment, contests, treasure hunts, stunts, trips through "haunted houses," dancing on lighted tennis courts and in community clubhouses, popcorn, hot dogs, lemonade and other fun for everyone. It all added up to seventy-one carnivals and dances, sixty-three children's parties, 136 youth and adult parties, sixty children's plays, and a total of 330 events.

CREATING AN ILLUSION

A Novel Idea

AT ONE TIME or another, almost all amateur and semi-professional play producers are called upon to take a not-too-experienced cast, supported by something less than the latest mechanical equipment, and stage a highly polished version of Shakespeare's "Macbeth" or another equally formidable play.

One of the major problems of these harrassed producers is *how* to handle those delicate, and sometimes deceptive, scenes in classical and modern plays which call for an illusion of the supernatural or freakish. Such scenes, especially in Shakespeare, are apt to appear more ludicrous than dramatic when produced without a sure and experienced touch.

The answer to "weak" productions may lie in a new technique which employs "special photographic effects," or, more simply, motion pictures, to intensify the effect of an illusion while injecting an element of novelty and surprise into the difficult scenes. Certain sequences and bits of action in many plays lend themselves perfectly to the medium of the motion picture; when photographed in a studio and then projected on the stage during the performance, an invigorating combination of the two entertainment mediums is the result.

In their recent production of "Macbeth," the University of Minnesota Players used this motion picture technique to good advantage. That great tragedy calls for the sudden materialization of the three witches at several points during the action. These weird sisters are ministers of evil; they command the forces which motivate the chief characters in the play, and are thus of the utmost importance. Their scenes must "come off" if the play is not be reduced to a farce; but the cave, the cauldron, the gruesome ingredients in their wicked broth, their wild and withered aspect, the grim mirth of these inhuman things, all present to the amateur a tough problem in representation.

Aside from the witches themselves, there is also the problem of how to execute the stage directions in the witch scenes. The sequences are replete with such directions as "witches vanish," "first apparition: an armed head," "second apparition: a child crowned," or "a show of eight Kings, Banquo's ghost following," and finally "the witches dance and then vanish." As Macbeth says, "What seemed corporal melted as breath into wind."

To achieve all these desired effects, and to intensify the witch scenes, the theater group's director and designer, Frank M. Whiting, called upon the moving picture. With the cooperation of the University's audio-visual department, the witch scenes were photographed in a studio, all in one day, using regular members of the cast, ordinary black and white 16 mm. motion picture film, plus a few tricks of photography. The illusion of the apparition was accomplished by the use of the "dissolve" method, which allows characters, when photographed in a certain way, to appear or disappear as if out of thin air. The acting for the screen sequences was simplified, and not as subtle as if for the stage, while the lighting was deliberately kept sharp so that the total effect was a clear and distinct picture.

Projection was done with a regular 16 mm. machine. The picture was thrown onto a large backdrop of "scrim," a seamless theatrical gauze which can take a projected picture and still allow light to come from behind, thus decreasing the "silver screen" effect which might spoil the desired illusion of a sudden apparition. The stage, too, was dark during the projection, with the exception

for Amateur Theatricals

John H. Dahn

of small spotlights on the actors involved in the scene. Dark drapes were used to soak up any possible reflection on the floor or walls near the backdrop. To further increase the chimerical atmosphere, a cloud effect, made with a regular spotlight and a revolving cloud-disk attachment, was projected on the same backdrop with the pictures of the witches.

Thus, on cue, three life-sized old crones suddenly materialized in mid-air on the stage, startling the audience and holding their credulity much longer than might have been possible with seriocomic actors trying to hold an illusion. The projection of the three witches and their ensuing action blended with the other action and dialogue on the stage. Off-stage voices spoke for the picture actors, but a sound film could have been used. The playwright's directions were carried out to the letter—the apparitions appeared upper left on the stage; Macbeth addressed his lines to them; they performed their "business," and vanished.

This change from "live" actors to "celluloid" ones for certain types of characters doubles the effect of make-believe, while the change of medium affords a chance to use all manner of trick photography for desired effects. By the change, your audience is forced to divorce itself from any close personal connection with actors trying to "put over" a supernatural impression; the attitude of look-at-Joe-up-there-trying-to-act, which is sudden death to some amateur plays, is greatly diminished by using movie sequences for those parts, in that you are aided by the "acceptance" of the motion picture as a regularly used medium for phantasy and illusion in entertainment.

There are limitless opportunities to use special photographic effects — in plays, in pageants, as striking backgrounds for pantomimes and tableaux, even in puppet shows, and in the so-called "Living Newspapers" in which a regular documentary film is inserted into the action of a play to help drive home a point at issue.

Other uses are less ambitious and involve mostly background effects. Hardly a play producer has not, at some time, heard the artist's pleas for "real" snow falling in the background, or some "lifelike" clouds seen through a doorway. All he could do was to sadly shake his head, but now the motion picture can provide the background. A stock shot from a film library or one made by an amateur, projected from behind the stage onto any type of transluscent screen, will provide a most authentic background. As a matter of fact, once you begin to think in terms of using the photographic arts in play productions, there are few places in which they do not seem to have good use.

As for costs and technical difficulties, they will depend on the magnitude of the special effect you attempt and the amount of costly experimenting you do to achieve that affect. But to the question of whether it is practical to try special photographic effects in amateur or semi-professional productions, the answer is probably yes, although individual cases require individual answers.

It is well to remember that, since the end of the war, a great many experts and trained technicians in photography have returned from the services. Practically every city, and most towns, have an amateur-professional who may have had considerable training in the Army or Navy. Then, too, there are more than two hundred schools and colleges in the United States which can produce their own movies. Good pictures have been made in Los Angeles, Denver, Dearborn, Cleveland, Oakdale, Greenwich and a hundred other public schools, not to mention the colleges and universities equipped to do the job. Add to these the many local motion picture producing companies, and it is evident that no small reservoir of photographic experience is available for a play producer to tap.

There are no rules for this experimental use of photography in play productions, nor is there any precedent to follow; the only limitations are imagination and financial resources. One thing can be said, on the basis of audience reaction where it has been tried—the special effect *is* worth the special effort.

(Perhaps a library of film strips could be built up by a group, such as in the University of Minnesota, which can afford such experimentation and has the necessary photographic help. These could then be made available to other drama groups wishing to try such devices.—Ed.)

AMERICANS ALL

"An activity for promoting brotherhood and good citizenship."

Mary Barnum Bush Hauck

As part of the celebration of Brotherhood Week, which will fall on the dates February 20 to 27 this winter, many communities will be considering the presentation of a community folk festival. This account of a successful, annual folk festival, held in Harrisburg, Pennsylvania, carries ideas for other community projects.

Upwards of 2,500 persons jammed into the Forum of the State Education Building, one evening in June to see and hear the 500 persons, of many heritages, participating in Dauphin County's Twelfth Annual Folk Festival, "Americans All." This was sponsored by the Dauphin County Folk Council with Dr. I. D. App as chairman, and I as founder and director of the festival. Edward C. Michener, art consultant for the Council, designed the stage settings.

The episodes of the various groups were built around the theme of the festival, "E Pluribus Unum," (One Out of Many). Interwoven into this theme were the historical facts explaining the significance of all the symbols which are used in the Great Seal of the United States.

The opening scene was called "E Pluribus Unum," featuring "Dauphin County at Work." It included a waitress, doctor, model, housewife, serviceman, telephone lineman, milkman, architect, engineer, and so on, each wearing the garb peculiar to his particular profession. Chief Fireway and Little Rising Sun, American Indians, presented "The Eagle Dance," illustrating the symbolic use of the eagle in the Great Seal.

A colorful and "true to life" scene, "A Night in Steelton," was presented by the Serbian Singing Society Marinkovich. Second generation children danced the traditional Kolo, while their parents sang the accompaniment. The group also presented traditional love ballads and work tunes.

"A Picnic in the Woods" was beautifully portrayed by forty children of the Slovak Jednota Home, Middletown, attired in traditional costume. In this scene the children celebrated "the awakening of nature—Spring."

A group of provincial French songs were sung by Marie Magdeleine Herbert, soloist.

The "Americans All" idea was brought dramatically and impressively to the foreground by seventy members of the Harrisburg Symphony Choir. As the curtain went up, the choir members, attired in purple robes, stood on both sides of the stage, facing the American flag, unfurled in a breeze in center backstage. The narrator, Dr. M. Claude Rosenberry, Chief, Music Education, explained the historical background of the music in the patriotic song, "America," and of its verses. The house and stage were plunged into total darkness between the third and fourth verses. A spotlight fell on a large replica of the United States Seal. The choir sang the final stanza, which is a prayer, on their knees, with their hands clasped.

"All on a Summer's Day" included a group of three intricate German dance patterns by the third generation German-American group. "War No More" was effectively presented by the Negro "Prim Singers".

The modern Greek "Carnival" was colorfully and gaily done by the Hellenic Youth Organization of Harrisburg. Among the three dance rhythms was the "Tsamikos". The dancers wore masks, and wove intricate patterns with ribbons around a flower-trimmed Maypole. "Swing Your Partners the American Way," by the American Folk Dance Group of the Harrisburg Area, concluded the event. Dr. George H. Ashley, exponent of Cecile Sharp, founded this Old English dance group twenty years ago.

All the festivals have been free to the public and are financially supported by individuals and organizations within the community. The Department of Public Instruction of Pennsylvania indorses the folk lore festival as a cultural "out of school" activity for promoting brotherhood and good citizenship. The festival's aim is to serve as a medium to bind folk legacies of many lands into "a national fabric of beauty and strength for American citizenship." Extensive plans are now being made by the Dauphin County Folk Council for the 1949 production.

A High School Club System

*A recreation survey in which activities of students are limited to those where participation is voluntary.**

STUDENTS at the high school in Williamsport, Pennsylvania, through their club system, can take part in a variety of recreation activities of a voluntary nature, including clubs established for purely recreation purposes and honorary social clubs. Arranged to meet and satisfy the needs of all, the club system was organized to provide an opportunity to expand various interests and hobbies, and to promote the exchange of ideas and opinions between those young people with similar interests.

Varied Student Interests

The drama always holds an appeal for many. To further this interest, three different dramatics clubs meet twice a month. The Sophomore Club maintains an average of twenty members who observe outside performers and read and discuss plays. The twenty-eight members of the Junior Club learn stage make-up, review Broadway plays, and present radio skits. Members of the Senior Dramatics Club present plays, skits in assembly, and radio programs.

An important dramatics event is the senior class play, which is chosen with the idea of having a good-sized and well-balanced cast. In addition to this, the seniors also present a class day program, which often takes the form of a musical review and includes a large cast. For students primarily interested in radio broadcasting, there are weekly thirty-minute broadcasts from the assembly, with boys and girls taking part in the skits and serving as announcers.

Several musical organizations provide for the musically inclined students, and promote an interest in listening to, as well as playing, good music. The band, composed of a hundred members who practice daily, is heard at football and basketball games, assemblies, concerts and community affairs. A symphony orchestra also plays in assembly, at concerts and at community affairs. The dance orchestra, a smaller group, plays for student council dances, school parties and assembly programs.

The choir, composed of thirty-two voices, and the glee club, with 140 pupils participating, comprise the vocal activities at the school. They afford a chance for a better selection of choral music and the opportunity for voice development. Both groups make appearances in churches, schools and service clubs in the community.

To promote interest, loyalty and understanding throughout the school, as well as to develop the creative and reporting abilities of talented and eligible pupils, the Williamsport High School has two publications. The "Cherry and White" is published six times yearly by a staff of fifty-five students, mostly seniors. The business staff handles circulation, promotes advertising campaigns, solicits advertising and handles money. "La Memoire," the yearbook, is published annually by a staff of forty-five boys and girls. During the summer, members of the business staff solicit advertisements from local merchants and, in the fall, solicit student subscriptions and run a large advertising campaign.

Journalists have a chance to study and discuss activities in their field at the monthly meetings of the Quill and Scroll Club, sponsored by Northwestern University. Members of this club must be of at least junior standing, in the upper third of the class, and recommended by the faculty adviser for superior work done in journalistic or creative writing. Initiations into the club are conducted at the annual publications banquet.

Athletic and Club Activities

As important features of the over-all recreation program, athletic activities and varsity sports lead the field in popularity and actual student participation. There are about eighty boys on the Williamsport High School football team, and the basketball team is also very popular. Both these teams develop sportsmanship as well as skill.

A much larger number of students take part in the intramural activities. Intramural sports for

*Data secured by Miss Patricia Gearhart, president of the Pep Club, and Miss Rhoda Forman, a member of a Problems of Democracy class, under guidance of Russell H. Rhoads, head of the Department of Social Studies.

boys include tennis, volleyball, basketball, wrestling, badminton, golf, swimming, bowling, track and field, and boxing. The girls' program includes soccer, tennis, field hockey, volleyball, basketball, archery, badminton, shuffleboard, swimming, ping pong, softball, and bowling. Most of these groups meet twice weekly, according to the season.

Popular also are the various hobby clubs, such as the current events club; a Spanish Club which features speakers, games, music and discussions about our South American neighbors; a Deutscher Verein (German club); a movie appreciation club; a debate club, carrying on intramural debates; the Pep Club, which promotes interest in school sports and works with the cheerleaders; the math engineers club; the chemistry club; the home economics club and the library club. The Hi-Y and Hi-Tri Clubs are also social organizations, formed with the idea of creating, maintaining and extending high standards of character.

To the many students who participate in extracurricular activities, under the Williamsport High School club system, there is an opportunity to be of service, as well as to gain experience and pleasure. Committees are appointed to help with parties and proms, and club members serve the school by cooperating in its many programs and activities.

Night Classes

Williamsport High School's recreation program doesn't stop with its regular pupils, but strives also to meet the recreation needs of adults, veterans and postgraduate students through night classes. Generally meeting once a week are night classes in vocational woodworking, arts and crafts, commercial art, foods, interior decorating and weaving. Others, which meet more often, are the radio class, the ceramics class, and the dressmaking class. A class providing recreation for veterans has also been established.

A Junior Football Program

Marshall R. Laird

Faced with the problem of allowing boys to play football without supervision, adequate facilities or equipment, a few interested fathers in Scarsdale, New York, formed a Junior Football League in 1944.

At that time a municipal recreation department had not been established. Now the newly established recreation department acts as coordinator and league secretary for the entire football program.

There are two leagues: one is known as the Junior League and the other as the Intermediate League. The written consent of parents is required in order to play tackle football.

Organization

The leagues function through a Central Committee which has jurisdiction over all league affairs. This Central Committee consists of a chairman, a local father interested in boys' football, a secretary, and a representative each of the Physical Education Department of the Public and Parochial Schools, the recreation department, and each team.

The teams are under the direction of the fathers of the boys and other men interested in the sport. This policy is encouraged because one of the objectives of the leagues is to have fathers work with their sons.

Whether or not football activities for juniors are a wise venture is a question of wide debate. The National Recreation Association would welcome comments on the advantages and disadvantages of this activity.

The Junior League is made up of boys up to and including the sixth grade in any of the village schools.

The Junior Intramural or Intermediate League is composed of boys up to and including the ninth grade, who meet eligibility requirements. All boys in this classification are asked to sign up and team squads are formed, allowing from twenty-two to twenty-seven boys per squad. Upon election by the boys, each captain chooses one player to assist him—according to a draw between captains for the choice of first, second, and third teams. A coach is assigned to each captain who, with the guidance of his player assistant and coach, determines the relative preference for additional players in the group to make up his squad.

Local high school junior varsity and varsity players act as officials; regulation high school rules are used; and officials are instructed in the use of the "quick whistle" to avoid possible injuries.

Games

All games are played on Saturday mornings and consist of four twelve-minute quarters with a ten minute intermission at half time. Junior teams are permitted sixty seconds and intramural teams forty-five seconds, instead of the prescribed thirty, from the time the referee places the ball until the snap of the next play. Unlimited time-outs are allowed each team, to permit more substituting.

All players are fully equipped with headgear, shoulder pads, football pants and shoes, through the cooperation of neighborhood associations and a policy of collecting football gear "handed down" by older boys.

Fields measure eighty or one hundred yards in length and, contrary to some other programs, a regulation football is used.

Scoring

In addition to the customary points awarded for a touchdown, point after touchdown, field goal or safety, each team is credited with ten points for each game in which all players on its official squad play approximately two minutes or more. For each game, the credit of ten points will be reduced by one point for each player who does not play approximately two minutes or more. This point factor, complete with ten points for each game won and totaled at the end of the regular playing schedule, selects the winner.

Eligibility

All players are required to meet the eligibility standards as listed. These have been established to reduce the risks involved by limiting the differences between the boys with respect to age, weight and height. These limits are based upon league averages since such averages represent the normal boy at his proper grade limit.

The following classification table is strictly followed. The classification number is the sum of three factors: age, weight, and height, as taken as of September of the current season.

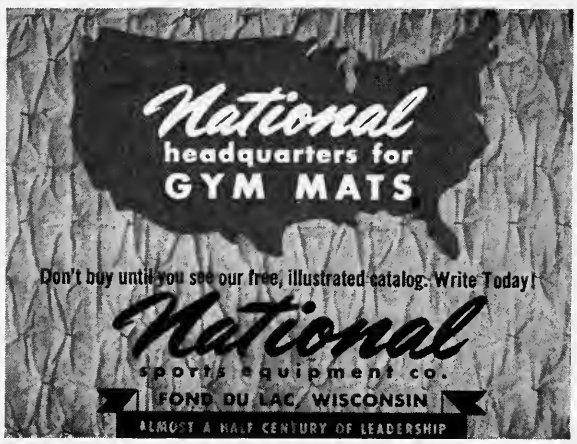
Age Yr. Mo. to Yr. Mo.	"A" Factor	Weight Lbs.	"W" Factor	Height Ft. In.	"H" Factor
10- 1 to 10-3	1	61- 65	1	4- 6	1
10- 4 " 10-6	2	66- 70	2	4- 8	2
10- 7 " 10-9	3	71- 75	3	4-10	3
10-10 " 11-0	4	76- 80	4	5- 0	4
11- 1 " 11-3	5	81- 85	5	5- 2	5
11- 4 " 11-6	6	86- 90	6	5- 4	6
11- 7 " 11-9	7	91- 95	7	5- 6	7
11-10 " 12-0	8	96-100	8	5- 8	8
12- 1 " 12-3	9	101-105	9	5-10	9
12- 4 " 12-6	10	106-110	10	6- 0	10
12- 7 " 12-9	11	111-115	11	6- 2	11
12-10 " 13-0	12	116-120	12	6- 4	12
13- 1 " 13-3	13	121-125	13		
13- 4 " 13-6	14	126-130	14		
13- 7 " 13-9	15	131-135	15		
13-10 " 14-0	16	136-140	16		
14- 1 " 14-3	17	141-145	17		
14- 4 " 14-6	18	146-150	18		
14- 7 " 14-9	19	151-155	19		
14-10 " 15-0	20	156-160	20		

Summary

This village-wide program recently completed its fourth year of play. During the season of 1947, some two hundred and ten boys participated. Such a program has afforded keen competition and training of team play, resulting in the building of strong bodies, healthy minds and the wholesome spirit of good sportsmanship.

Supervision and strict adherence to the playing code shows a record of no serious injuries in four years of play.

(See *World at Play* note, "Football—Standing Up," page 415.—Ed.)



Recreation News

City of Gardeners

The New York Park Association's Golden Anniversary plan, whereby citizens may contribute flowering shrubs and trees to the city for badly needed permanent plantings in parks and parkways, has already received enthusiastic response. Nearly a half hundred civic and other organizations have volunteered their cooperation. The Park Department has prepared, for public information, lists of park and parkway areas in all boroughs where additional plantings are needed. The kinds of desirable plants and the cost of each are included in these lists. The minimum price is two dollars and fifty cents for a forsythia or rugosa rose. Flowering Japanese cherry trees and dogwood range from eighteen dollars to thirty dollars, depending on size; azaleas are fifteen dollars and laurel twelve dollars. The donor is permitted to designate the borough and park or parkway in which he wishes his gift to be planted. The Park Association's office is at 119 East Nineteenth Street.

November Referendum Elections

By a vote of 2,693 to 1,256, the one mill levy in Norwalk, Ohio, originally authorized in 1944, was approved for another five-year-period, for recreation, park services and facilities.

* * *

A bond issue for two million dollars was approved by voters in Baltimore, Maryland, to be used largely for modernizing existing swimming pools of the city.

* * *

In Omaha, Nebraska, over 15,000 more people voted one way or another this November than did in May. Although the mill levy was lost by approximately 2,300 votes—out of the more than 70,000 votes cast—most of the various city commissions, including that for parks and recreation, were given a vote of confidence of from two-to-one to three-to-one.

* * *

The voters of Niles, Ohio, approved, by an eighty per cent majority, levies for recreation and parks.

Youth Forum

Six junior high school students, composing the panel to discuss "Who Governs Our City?" at the first *New York Times* Youth Forum in October, were found to be chiefly interested in more playgrounds and recreation centers. The forum was attended by 500 children from public, parochial and private schools. Before the discussion began, City Council President Vincent T. Impellitteri explained briefly the city's responsibilities and the method of financing the cost of the city's operation. Members of the panel, questioned by the moderator, showed considerable knowledge of the various municipal departments and their functions, and particular concern regarding the recreation situation. The children asked for more playgrounds and better locations for them, and they were told that New York City has made great strides in this direction, transforming many slum areas along East River and Riverside Drive into playgrounds and ball fields. The statement was made that playgrounds are the problem of the Commissioner of Parks, and mention of Robert Moses' name brought cheers from the youthful audience.

Personnel Changes Down South

Associate State Forester, C. H. Schaeffer, has resigned after twenty-four years work in forestry and state parks in the South, twelve of which have been with the South Carolina State Commission of Forestry. Mr. Schaeffer was appointed in 1937, and established the educational and informational work of the commission, which has been very conducive to the advancement of both forestry and state parks in South Carolina.

* * *

C. West Jacocks, former Chief of Recreation in South Carolina, has recently replaced T. D. Ravenel as the Director of State Parks. Mr. Jacocks is well-known throughout the state from his years of experience in the work of the Boy Scouts, the South Carolina Fish and Game Association, and the United States Fish and Wild Life Service.

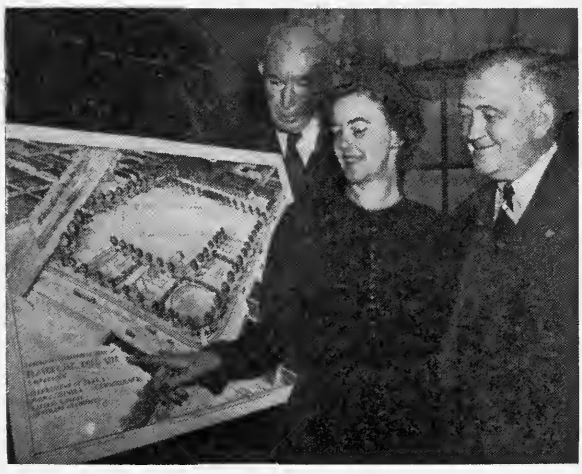
City Planning Week

BACK IN 1945, the Buffalo City Planning Association realized that it must place civic planning on a more universal basis if the group was to meet with continued success. In that year, the organization sponsored what it believes to be the first civic planning week in the country. Since then, one week each year has been set aside by an official proclamation of the mayor which urges all citizens to come forward at this time with suggestions for the betterment of the community.

Each year, emphasis has been placed on a different phase of city planning. Taking its cue from a report of the National Recreation Association, which disclosed that Buffalo was deficient in the total size and distribution of its parks and playgrounds, the planning association this year decided on a recreational theme.

Long before the mayor's proclamation designated the week of October 18-23 as Civic Planning Week, Charles P. Penney, member of a local law firm and a vice-president of the planning organization, was appointed chairman of a committee to plan the activities of the week, and sub-committees were appointed to handle the individual functions.

Permission was obtained from public and parochial school authorities to include, in the regular English curriculum of all students from seventh grade through high school, the composition of an essay entitled "Where Shall We Play?" To aid students in obtaining the facts needed for the preparation of these essays, 57,000 copies of a pamphlet, which bore the appropriate heading of "Thought Starters," were published and distributed to the school children by the association.



Lebert H. Weir, left, with Mrs. Howard Babcock, Harry Hainsworth, Buffalo's Director of Recreation

The luncheon meeting, which inaugurated the week's activities, was addressed by Lebert H. Weir, a field representative of the National Recreation Association. On hand for Mr. Weir's discussion were members of the Buffalo City Planning Association's board of directors and their guests, city officials, and representatives from all of the larger civic organizations and from each of the city's newspapers and radio stations.

Mr. Weir, who had spent several days braving very inclement weather to study the progress which had been made since his last visit, expressed satisfaction with the general improvement. He found that many of the suggestions which he had made previously had been acted upon, including: increased appropriations for the city's parks department; replacement of the old, obsolete music hall; the construction of a large stadium and municipal auditorium.

Buffalo's Museum of Science was praised by Mr. Weir as being one of the finest in the country, and he praised the development of the art gallery. However, he warned his audience against apathy; he predicted the institution of a thirty-hour work week in the future and a consequent need for a more scientific approach to recreation than in the past. He said, "The time is coming when people will have more free time on their hands than work hours."

Gordon Stephenson, Lever Professor of Civic Design, University of Liverpool, came to Buffalo to speak at the Civic Planning Week dinner. Mr. Stephenson, who graduated from the University of Liverpool, the Institute d'Urbanisme of the University of Paris, and received a degree of Master in City Planning at the Massachusetts Institute of Technology, is in this country at the invitation

of the Commonwealth Fund to make a study of graduate departments of city and regional planning. His record of accomplishments, and his reputation as one of the world's great planners, drew an audience of association members, their guests, and city and state officials which filled the large Chinese Room of the hotel to capacity.

Mr. Stephenson confined his talk to a discussion of the problems of city planning which confronted postwar England. The effects of the bombing in the last war gave a new importance to civic planning, he told his audience; municipal governments were forced to take a very active part in this work as the result of the drastic housing shortage. His listeners were somewhat startled to learn that four out of five postwar houses were constructed by the government, although contracts for the work were let to private builders.

Mr. Stephenson's message outlined the provisions of the New Towns Act passed by the British government in 1946. A new concept of planning lay behind this legislation. No longer would densely populated cities continue to expand, but new, smaller communities would mushroom into existence throughout the countryside. The first of these small towns was planned by Mr. Stephenson himself. In the new towns, plans are being made for more open space in the downtown areas. In this way, more light and air will be available to office workers; there will be adequate space for parking. Thruways will make the central areas easily accessible to those residents of outlying districts; highways will run between cities and not through them; industrial sites will be concentrated, rather than scattered throughout the city.

Before and during the week, association members spoke before all of the larger clubs, civic and business groups, in order to acquaint their members with the association's aims and accomplishments.

At the week's end, Buffalo planners were counting the objectives which had been attained. Publicity through the media of newspapers and radio had been several times greater than that given projects of the association in comparable spaces of time during the rest of the year. The essay contest had served to awaken Buffalo's youth to its future responsibilities. New enthusiasm had been generated among the more apathetic members, and the city council had appointed a committee to study means of financing projects which had long been recommended by the association.

Above all, Buffalonians were more cognizant of the meaning of the Buffalo City Planning Association's slogan—"Stop panning—start planning!"

Don B. Dyer

On the first of October, Don B. Dyer began his duties as Assistant to the Superintendent in charge of the Department of Municipal Recreation of the Milwaukee Public Schools, succeeding Miss Dorothy Enderis who, for so many years, has served in this position. Since his employment by the department in 1927, as Social Center Director, Mr. Dyer has served successively as Supervisor of Activities and as General Field Assistant in charge of maintenance. He is, therefore, well-qualified for his new position.

Mr. Dyer graduated from Lawrence College, after which he coached athletics in high school and college and taught in a junior high school. During this period he served as a part-time playground director and social center worker in Kenosha, Wisconsin, and attended the summer session of the National Recreation School. After joining the recreation staff in Milwaukee, he promoted and developed a municipal chess program which has gained international recognition.

His duties with the Milwaukee Recreation Department have not prevented him from participating in varied outside activities. He has taught recreation courses at Milwaukee State Teachers College and at Marquette University, and is the co-author of a book entitled "Liability in Public Recreation," to be published this year. From 1941 to 1945 he served as Secretary of the Wisconsin Recreation Association. In May 1948 he was one of the representatives of the public recreation field who were invited to attend the conference at Jackson's Mill, West Virginia, the purpose of which was to develop an undergraduate recreation curriculum for colleges and universities. Mr. Dyer has given generously of his time in helping small Wisconsin communities in developing recreation programs; and in Menomonee Falls, Wisconsin, a community of 1,500, he promoted and organized a year-round recreation program that has received wide attention.

Mr. Dyer's many friends in the recreation movement wish for him success in his new and important position.

Recreation Suggestion Box

Ice Carnivals

FOR YOUR ICE carnival, plan speed races for both sexes in three classes—junior, intermediate and senior. The classes should be based on a height-age classification. It is suggested that the speed skating events be: 220 yards, 440 yards, one-half mile, three-fourths mile, one mile, two mile, three mile and five mile races. (Events over one mile should be limited to seniors.)

Other events suitable for an ice carnival are a costume ball, fancy figure skating, barrel jumping. Skate softball is a novel event. All players must be on skates, with ten players to a team. Use a fourteen-sixteen inch softball, and play the game under official softball rules. The bases and lines should be marked in the ice with ink, or other dark coloring material.

If you plan to hold a sanctioned city, county or state meet, be sure that you apply for, and secure, a sanction from the Amateur Skating Association before advertising it as a *sanctioned meet.*

Dart Games

THE USE OF dart games in recreation programs has become very popular in industrial recreation, according to a recent meeting of members of the Industrial Recreation Association. It was reported that, in a large number of firms, dart games are kept handy, right beside working machines, ready for use at the noon hour. Chrysler Corporation, for instance, bought seventy-five dozen games last year, to be used by the men in the shops.

There is a lot of fun in playing darts. Any number—men or women—can play, and you don't have to be a great athlete nor in the prime of life to enjoy the game.

Popular sizes among dart games are the eighteen by eighteen, twenty-four by twenty-four and twenty-four by thirty-two—all double sided. The Official Dartball League Game, forty-eight by forty-eight, is ideal for team play in a recreation room.

Your Annual Report

IN MARTINSVILLE, VIRGINIA, this year, H. L. Daughtry, Chairman of the Recreation Commission, sent out a letter—along with the annual report. It read as follows:

"Dear Fellow Citizen:

"Public recreation in Martinsville last year cost us $1.38 each. With this amount, a new playground was graded in the cotton mill district; five grounds were provided with supervision for the summer; a day camp was conducted in Church Street Park; industrial recreation was expanded. After-school sports for boys, a puppet theatre for children, and many other services were provided for a population of 18,000 people.

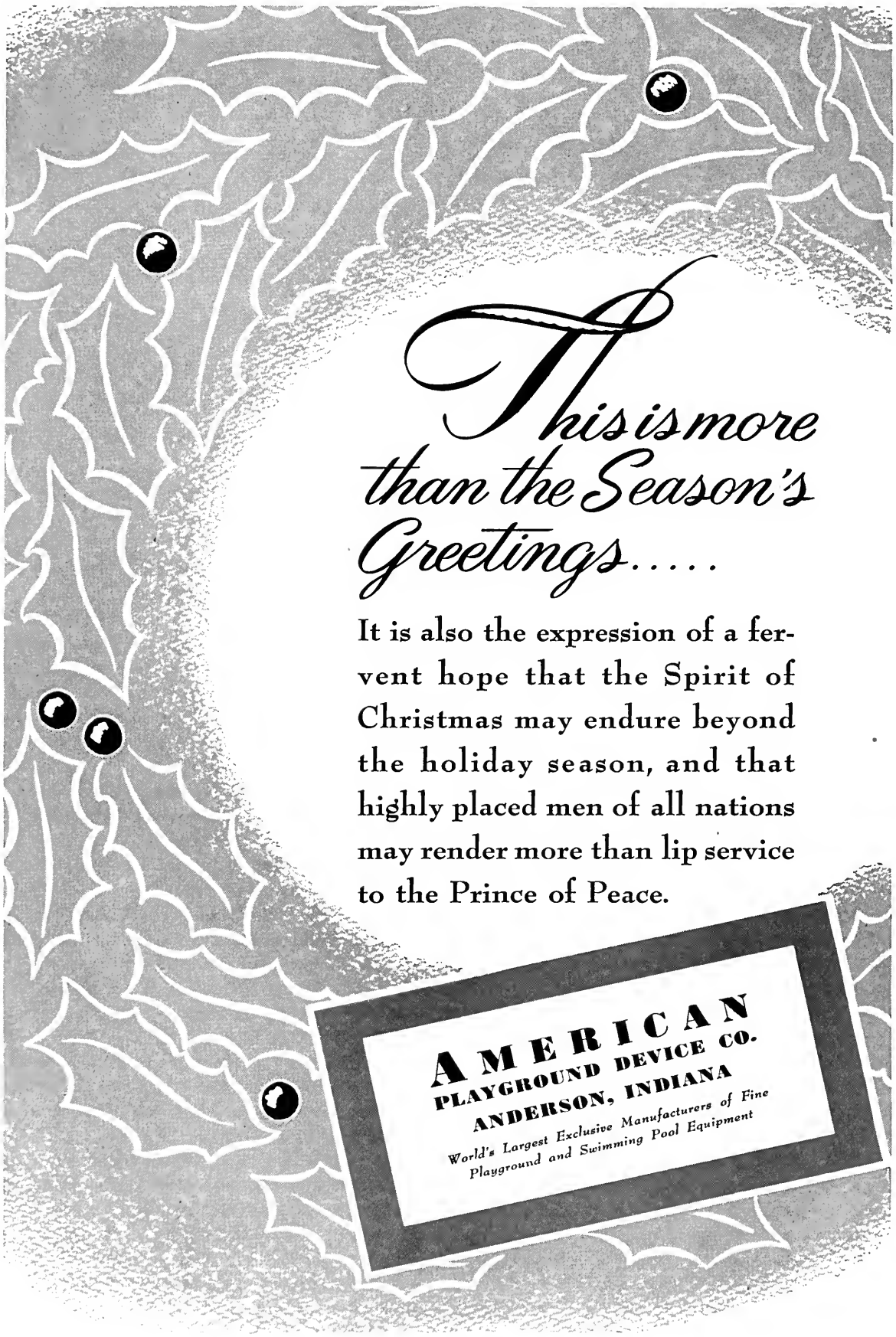
"One dollar thirty-eight cents doesn't go very far these days as you know from the grocery bill. It will buy little over a pound of steak, or five quarts of milk, nine loaves of bread, or about a pound and a quarter of butter.

"But on the other hand, in Martinsville, last year, one million dollars was spent for hard liquor —a form of negative and escape recreation. This amounts to $73.94 per capita, or per person. The city received $2.73 per capita for hard liquor sales, or $49,200.13.

"Can you picture the achievements possible if we, as a people, were willing to spend just a fourth as much for recreation to enrich life in a wholesome constructive manner?

"So as you read the third annual report of the Recreation Commission, which is enclosed, be reminded of costs, but also be reminded of values!

"To you, and the many other good citizens who have encouraged the growth of public recreation, we extend a hearty thank you, and pledge our best efforts in providing more worthwhile recreation opportunities in the coming year."


This is more than the Season's Greetings.....
It is also the expression of a fervent hope that the Spirit of Christmas may endure beyond the holiday season, and that highly placed men of all nations may render more than lip service to the Prince of Peace.
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Katherine V. Fortinberry

Finding and keeping *Volunteers*

Mrs. Fortinberry, who has extraordinary success in working with volunteers in the popular Recreation Center in Baton Rouge, Louisiana, revealed some of her methods to Congress delegates in the talk reproduced here.

Our City of Baton Rouge, Louisiana, has a population of 120,000 and we reach 10,000 of these people through our recreation program each month. Most of these participants are young adults between the ages of eighteen and twenty-three years.

Because we have a real story to tell about our volunteer activities in the Recreation Center at 115 St. Louis Street, formerly occupied by the USO and, before that, by an old French market, I brought along with me 1,100 copies of a brochure, "The Story of Volunteers at the Recreation Center in Baton Rogue." It is a story told by the volunteers themselves. You will notice that it is published by the *Volunteer Leaders Advisory Program Council,* which is made up of the heads of our various program activities.

Before we, as recreation leaders, can enlist the help of volunteers, we must have an abiding faith in people. I was greatly impressed by the talk Sunday night made by the Reverend Mr. Alexander at the first session of the Congress, when he emphasized the truism that we must love our fellow man to want to serve him, and that through our services in recreation—all over the world—peace may be ours.

We must inspire these potential volunteers with the feeling that there is a definite need for their services and that, without them, the program could not possibly be as rich in enjoyment as it would be with their leadership. How could I plan and carry out effectively five to seven different activities each evening if I were to work alone? Since I am the only professional staff member at my center, I must have real help to provide this recreation for 10,000 young adults who look to us for a better way of life each month.

One of the questions I have been asked to answer here is "Can volunteers be recruited more successfully on a neighborhood basis than on a city-wide basis?" I should like to ask you this question: "Who is one's neighbor?" If it is the person who lives next door, I would say "No"; but if it is the one with whom you work or with whom you play, then I would say "It is good to enlist your neighbor as a volunteer."

Volunteers must be as carefully selected as if they were to receive pay for their services. To my way of thinking, the recruiting of volunteers must be done in such a fashion as to blend the harmonious efforts of people who like to work together rather than those of people who simply live in the same physical neighborhood. This question has been ably answered by one of my volunteers in "The Story of Volunteers" when he said, "I like my volunteer services at the recreation center, because there I mingle with right thinking people—people who think as I do, that happiness is gained in serving others, because that is the true democratic way of life."

Volunteers often help to train and orientate others whom they may enlist from their own office or some other type of work. I have many very good volunteers who took the training courses under the direction of Mrs. Anne Livingston, of the National Recreation Association, and they, in turn, have assisted me in training others. I have more than 300 volunteers with as many as 250 of these volunteers working with me in some capacity daily. My job is to supervise their activities and to help them plan the programs for those activities in which they are interested.

All publicity and radio spot announcements go out from my desk and, in that way, I see that everyone is given due credit for his or her contributions to the over-all program and, at the same time, that no favoritism is shown.

I have had great success enlisting volunteers from thirteen business girls' sororities, many of whom serve as individual volunteers and, on occa-

sions when I need them, serve as a group.

To hold volunteers I would say that the first essential is to be a good leader yourself. Be willing to work side by side with your volunteers, with the emphasis placed on the VISION, rather than on the SUPER in supervision. Be willing to take suggestions and constructive criticism with graciousness and understanding.

Do not irritate volunteers with too many "don'ts." Place them in the front line and praise them when they deserve it. Offer constructive corrections when they have done something not in keeping with the standards of the recreation ecnter, and be fair and impartial in your judgments.

Do not show favoritism in giving prominent space in your weekly bulletins and in your newspaper publicity, telling of the activities of your volunteers. One of the most effective means of volunteer recognition is to plan an annual party in their honor, naming it "The Annual Volunteer Awards Program and Reception." Make the occasion the most outstanding event of the year, carefully looking after the details of program and seeking for the perfection of decorations and all the things which go to make for a successful affair. This show of appreciation will make them swell with pride when you introduce them as the chairmen or workers in their particular activity.

Plan big things for volunteers to do. They are not satisfied with small things—they should not be allowed to drift—everything must be kept humming. Help them build respect; and command respect for yourself. It is advisable to make surveys at intervals to find out what they are thinking about and to see if they have some new ideas to offer in the way of programming.

I have found it advantageous for close cooperation and understanding to organize the top leaders in each activity into a council, which I call the Volunteer Leaders Advisory Program Council. This gives dignified emphasis to their part in the program and, at the same time, provides a bulwark of strength behind the director.

It is well for the director of any recreation unit to instill into the thinking of each volunteer the fact that, to get the best results, there must be the most harmonious relationships between the professional worker and the volunteer, and that in case misunderstanding should arise, the two must sit down and talk things over.

It has been my experience that volunteers accept responsibility in almost every phase of recreation work and they not only find civic enjoyment in performing these duties, but recreational relaxation as well. The volunteers in Baton Rouge are loyal, faithful and ever ready to assist in planning and promoting a program of which we are justly proud.

I Am a Volunteer . . .

"Being a volunteer for a worthy cause of community program is a privilege that brings in its wake feelings of deep pride and satisfaction. I do not feel that I am a volunteer—I am merely a grateful citizen drawing abundant inspiration and happiness for my opportunity to serve my community."—Rabbi Bernard Baskin, Baton Rouge, Louisiana.

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Standard for Grandstands, Tents and Other Places of Outdoor Assembly. National Fire Protection Association, 60 Batterymarch Street, Boston 10, Massachusetts. Price $.25.

Community Education in Action. American Association for Adult Education, 525 West 120 Street, New York 27. Price $.50.

Journal of Health and Physical Education, June 1948
- Hostelling in France, Betty Carlson.
- Personal Water Safety, Johanna Putrin.
- Apparatus Activities, W. K. Streit.

The Nation's Schools, May 1948
- Parents Build a Playground, William E. Sheehan.
- Summer Activities Program for Younger Children. John S. Benben.

California Schools, June 1948
- Recreation Services in California Public School Districts, Carson Conrad.

Beach and Pool, June 1948
- Filter Systems of Swimming Pools.

National Municipal Review, July 1948
- Redevelopment Without Plan, Ruth G. Weintraub and Rosalind Tough.

The Nation's Schools, July 1948
- Gymnasium and Cafeteria Under One Roof, Leonard A. Steger.

Beach and Pool, July 1948
- Share the Fun!—Games and Stunts Inspire "Desire to Swim," Karl R. Schneck.
- Richmond Lake Demonstrates Advantages of "Level Purification," Pat Perkinson.
- The Load that Breaks the Diving Board, H. M. Naigles.

Authors in This Issue

MARGARET HICKEY — Public Affairs Editor, *Ladies' Home Journal,* is active in public affairs. She attended the United Nations Conference in San Francisco and worked with women of many nations on the Human Rights section of the Charter. Article on page 389.

R. WALTER CAMMACK—Superintendent of Recreation in Mount Vernon, New York. Article on page 395.

FERN ALLEN SCHWANKL—Recreation Director of Elizabeth Kenny Institute in Minneapolis, Minnesota. Article on page 401.

A. F. WILEDEN—Rural Sociologist, University of Wisconsin. Article on page 410.

MARY BARNUM BUSH HAUCK—Founder and director of Dauphin County Folk Festival. Article on page 418.

MARSHALL R. LAIRD—Former Superintendent of Recreation in Scarsdale, New York; now Superintendent of Recreation in Williamsport, Pennsylvania. Article on page 420.

KATHERINE V. FORTINBERRY—Director of Recreation Center and Publicity, Recreation and Park Commission, Baton Rouge, Louisiana. Article on page 427.

Books Received

Best Religious Stories, edited by J. Edward Lanz. Association Press, New York. $2.50.

Betty Loring, Illustrator, by Jessica Lyon. Julian Messner, New York. $2.50.

Bird Hiking, by Leon A. Hausman. Rutgers University Press, New Brunswick, New Jersey. $2.00.

Circus Day, Farmer John's, The Garden Gate, words and music by Claire Harsha Upshur. Harold Flammer, New York. $.40 each.

College Facilities for Physical Education, Health Education, and Recreation, published by the College Physical Education Association. Glenn Howard, Queens College, Flushing, New York.

Community Organization for Recreation, by Gerald B. Fitzgerald. A. S. Barnes and Company, New York. $4.00.

Creative Art Crafts, by Pedro de Lemos. The Davis Press, Worcester, Massachusetts. $4.75.

Fun-Makers for Small Groups, by Edna Geister. Harper and Brothers, New York. $1.75.

Industrial Arts Program, The, by Louis V. Newkirk and William H. Johnson. The Macmillan Company, New York.

Magic Chef Cooking. American Stove Company, St. Louis, Missouri. $1.50.

Modern Swimming Pool Data and Design. The Refinite Corporation, Omaha, Nebraska. $2.50.

Music Americans Sing, by Harry Wilson, Joseph Leeder and Edith White Gee. Silver Burdett Company, New York. $1.32.

Pass That Puck! by Richard T. Flood. Houghton Mifflin Company, Boston, Massachusetts. $2.50.

Plastic Craft, by Ernest DeWick and John H. Cooper. The Macmillan Company, New York. $5.00.

Terry and Bunky Play Hockey, by Dick Fishel and Ken Hay. G. P. Putnam's Sons, New York. $1.75.

These Things We Tried, by Jean and Jess Ogden. Extension Division, University of Virginia, Charlottesville, Virginia. Paper binding, $1.50; cloth binding, $3.00.

Walt Disney's Treasure Chest, illustrated by the Walt Disney Studio. Simon and Schuster, Incorporated, New York. $1.00.

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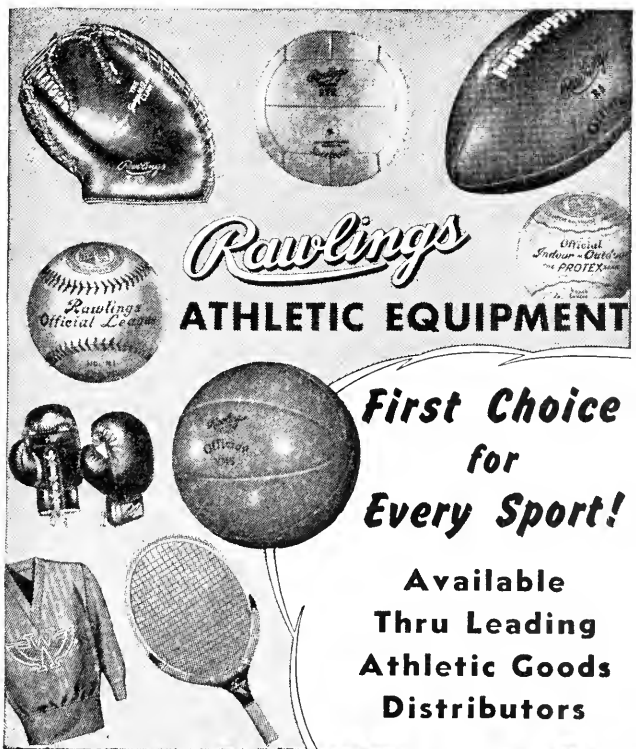

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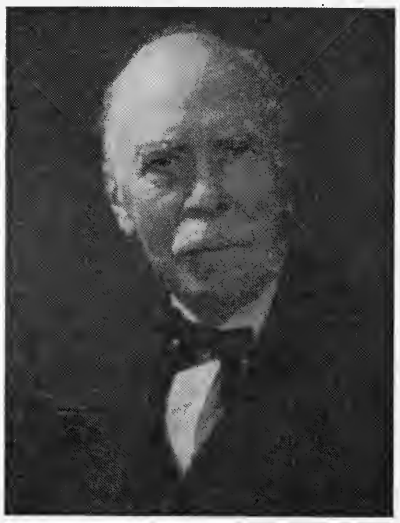
New Equipment

MR. C. C. NIXON, Director of Recreation in Newport News, Virginia, writes:

"I have been wanting to tell you about some recreation facilities that were given to our city by the Newport News Shipbuilding and Drydock Company—the chief industry of this community—the largest such contribution being two modern outdoor swimming pools, one for white citizens and one for colored. Both pools are identical in design and dimensions; they are 160 feet by seventy-five feet and are equipped with the latest filteration and chlorination plants. There are three diving boards on each side of the pools at the deepest point—one low, one one meter and one three meters high. The pools each have two shallow ends and slope toward the center, which has a depth of nine feet. Underwater porthole-style lights and overhead lighting add a great deal to the after-dark appearance. The pools are raised and terraced, with cement walks both inside and outside of the cyclone fencing enclosures. The Recreation Division charges ten cents per person for the use of the swimming pools and, even at this low rate, the pools have been almost entirely self-supporting because of the great number of people who make use of them (an average of more than 1,500 per day). An outstanding event during our two successful seasons of operation has been an annual bathing beauty contest for teen-age girls, at which a Miss Teen and Miss Junior Teen are chosen at both the white and negro pools.

"These swimming pools are by no means the only recreation facilities which the shipyard has given to our City Recreation Division. Others include three sets of lights for softball and touch football (two on white athletic fields and one on a colored field), several backstops for softball and baseball diamonds, goal posts for football fields and, on numerous occasions, materials for repairs to facilities and equipment at times when such materials were extremely hard to get. The City of Newport News and the surrounding communities are fortunate, indeed, to have in their midst an organization such as the Newport News Shipbuilding and Drydock Company, which recognizes the value of a recreation program and is willing to support it with such splendid facilities as these."

Dr. C. B. Smith



THE LEADERS IN the National Recreation Association have learned with sorrow of the death of Dr. C. B. Smith, who served for so many years as head of the Extension Service of the United States Department of Agriculture. A number of the workers of the Association felt almost as if they were on the staff of Dr. Smith in working on rural recreation, and all spoke with the greatest enthusiasm of what his leadership meant to our country. He was a truly great government worker, and though he had been retired for some years, his death is a loss to the country.

John Sharp

JOHN SHARP, WHO was superintendent of recreation and manager of the Whiting, Indiana, Community Center for the past twenty-three years, died on the eighth of October. Through the years of his service in the national recreation movement, he had brought to his tasks deep devotion, and a realistic understanding of the desires and needs of people for recreation.

Under Mr. Sharp's guidance, the Whiting Community Center had developed for community use such facilities as a large and a small gymnasium, a full-sized indoor swimming pool, a handball court, weightlifting room, locker rooms, auditorium and several clubrooms. Carrying on this work will be his successor, Joseph McDonald, formerly the Center's athletic director for men's and boys' activities.

New Publications

Covering the Leisure Time Field

Christmas Carols—Their Authors and Composers

Annotated by Alvina H. Mottinger. G. Schirmer, New York. $1.00.

THIS IS A collection of forty-seven old and modern carols, with words, melodies, and piano accompaniments. It includes most of the old time favorites but also a good selection, less familiar, by contemporary and recently living composers. Supplementing the music, in the case of each of the carols, is a half page or more of biographical notes on the composer, and historical information.

The Golden Christmas Manger

Simon and Schuster, New York. $1.00.

THIS IS THE nicest idea we've seen in a long time—Helen Sewell's beautiful drawings of the Christmas story all ready to cut out and fold, so that they stand up, ready to be made into a crèche; or manger scene! There's a stable, too, all ready for the Babe, the Wise Men, the Shepherds, and the Heavenly Host. And, to really please your favorite child, a big Star, animals, birds, and flowers. All the pictures are in Miss Sewell's best style, rich in color and delightful in design—thirty-two of them!

If you still get excited over Christmas—and who doesn't—you'll want a set for your own mantel or Christmas table. But be *sure* to give the favorite child a copy a week before December 25, so the crèche can be set up in good time!

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By Kathryn and Byron Jackson, with pictures by Feodor Rojankovsky. Simon and Schuster, New York. $1.00.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946, of RECREATION, published monthly at New York, N. Y., for October 1, 1948.

STATE OF NEW YORK } ss.
COUNTY OF NEW YORK }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared ROSE J. SCHWARTZ, who, having been duly sworn according to law, deposes and says that she is the Business Manager of RECREATION, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semiweekly or triweekly newspaper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (section 537, Postal Laws and Regulations), printed on the reverse of this form, to wit:

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ROSE J. SCHWARTZ.

Sworn to and subscribed before me this 10th day of September, 1947.

MIRIAM S. C. DOCHTERMANN.
Notary Public, Nassau County.

Nassau County Clerk's No. 99, Certificate Filed in New York County. Clerk's No. 320. Register's No. 27-D-0. Commission expires March 30, 1950.

Recreation Training Institutes

December 1948 and January 1949

HELEN DAUNCEY Social Recreation	Columbia, Missouri December 6-10	Leo J. Green, Superintendent of Recreation, Municipal Building.
	Andalusia, Alabama January 10-14	H. L. Taylor, County Superintendent of Schools.
	Jacksonville, Alabama January 17-21	Houston Cole, County Superintendent of Schools.
	Anniston, Alabama January 24-28	R. J. Fisher, County Superintendent of Schools.
	Brewton, Alabama January 31-February 4	O. C. Weaver, County Superintendent of Schools.
RUTH EHLERS Social Recreation	Arlington, Virginia December 7-9	Mrs. Ruth V. Phillips, Arlington County Recreation Department, 3700 Lee Highway.
	Lynn, Massachusetts January 10-14	James Hurst, Secretary, Greater Lynn Church Athletic Association, YMCA, 85 Market Street.
ANNE LIVINGSTON Social Recreation	Kansas City, Kansas December 6-10	Edmun A. Ash, Superintendent of Recreation, City Hall.
	Charlotte, North Carolina January 10-14	Miss Alice Suiter, Assistant Superintendent of Recreation, City Hall.
	Statesville, North Carolina January 17-21	Woodrow W. Dukes, Director of Recreation.
GRACE WALKER Creative Recreation	Warren, Ohio January 31-February 25	W. Robert Smalls, Executive Secretary, Warren Urban League, 727 Park Avenue.
FRANK STAPLES Arts and Crafts	Fort Wayne, Indiana November 29-December 10	Martin M. Nading, Jr., Secretary and Recreation Director, Department of Public Parks.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to the location of the institute, contents of courses, registration procedure, and the like, communicate with the sponsors of the institutes as listed above.

"BELIEVE IT OR NOT, HOPE HAS AN INTELLIGENT IDEA!"

says CROSBY

CROSBY:

Folks, this is fantastic, but old Hope has a great idea. He thinks *everybody* ought to give U. S. Savings Bonds for Christmas presents!

HOPE:

Thanks for the kind words, son. But no kidding, ladies and gentlemen, those Bonds are sensational. They're appropriate for *anyone* on your list. On Christmas morning, nothing looks better in a stocking—except maybe Dorothy Lamour.

CROSBY:

Old Ski Nose is correct. And don't forget how easy it is to buy bonds—you can get 'em at *any* bank or post office.

HOPE:

How about it, Mr. and Mrs. America? This Christmas let's *all* give U. S. Savings Bonds!

Give the Finest Gift of all...

U.S. SAVINGS BONDS

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Henry Pfeiffer Library
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Jacksonville, Illinois
JAN 19 1949

Recreation

JANUARY 1949

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Cover Picture

BRIGHT BE THY TOMORROW

I cannot take you all the way,
But I can put you on the road,
and I can pray
That with my heart I've made you
strong
So that, perhaps, the road won't
seem so long.

Sadie Hurwitz.

Photograph by Marvin Wernick, Venice, California

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Recreation

January 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Parks and Recreation

AMERICANS very early began setting aside landscaped parks.

Settlers could wander off from the settlements into the primeval woods—ostensibly to hunt and fish, to secure food. Undoubtedly many men excused themselves to go for food when they really wanted to enjoy the beauty and the wildness of the trees and the streams and the hills.

As more and more land came under cultivation, still each farm kept its wood lot. And more of value than firewood and lumber came from the woods.

Men began to live more in cities, in towns, in villages, but for most there remained sentimental attachment to the good earth, the old homestead. A limited number of men were ready to give of their land that it might belong permanently to all the people, that it might be a public park. One man had himself enjoyed sitting under the trees on a high hill in his native city and watching the fishing boats sail out of the harbor after a storm. He donated the land for all the people. For a thousand years others will sit in the same park and in his name enjoy the same kind of scenes that gave him pleasure. The park has given him immortality. He has a memorial not in the cemetery but among living men and women and boys and girls. Twice blessed, yes, many times blessed, is the man who gives a public park.

Many different currents of thought and action united to form the recreation movement, but a vital and fundamental part was the public park movement with its emphasis on beauty, on the out-of-doors, on nature. The recreation movement would not have the standing it has today but for the extent to which the American people early accepted the idea of establishing for all the people attractive open spaces to be known as parks.

Recreation leaders have not always recognized publicly how much the recreation movement owes to parks. Today, throughout America, the parks carry on a tremendous recreation program. In truth, what is there being done by the park boards of the country that is not a form of recreation for the delight of the people? Nowadays many areas in the parks are devoted to creative recreation and sports. At the same time, all recreation people now recognize the value of keeping certain areas that are particularly dedicated to beauty and are not turned over for sports.

Parks are recreation, and no one can conceive of recreation without parks. Sunday in the park has become a by-word. Parks are taken for granted, as are roads, as are drinking water, air, sunshine. Living without public parks is unthinkable.

HOWARD BRAUCHER

THE SPIRIT OF SKIING*

Ornulf Poulsen

TO BOYS ALL over the world, or at least the lucky part of the world which has a winter, the first snowfall is a joyous thing. But to us in Kristiania the first flakes meant the beginning of months of absolute pleasure only reasonably interfered with by school; months of afternoons when a pack of us would go running on skis from two until seven—for they were considerate enough to close school at two—months of ski-jumping and moonlight parties. It was only a short journey from the heart of the capital of Norway to the woods, in those days, and on Saturdays and Sundays everybody, who possibly could, made that journey. The nation strapped itself to wooden runners and went skylarking, forgetting its worries, strengthening itself with exercise and ozone —as it still does. I do not think it is saying too much to attribute our high average of national health and national serenity of disposition to the ski. But, best of all, the use of skis increases. You will see the tiniest youngsters toddling around on small skis on vacant lots and in the parks in the heart of the city, and gray-haired gentlemen are encountered on every forest trail. Most significant is the fact of the Sunday outing for those whom factory and office have claimed during the week. Suppose you are a salesman in some stuffy shop; you can remake yourself at least once a week, from November until April, in the following fashion:

You get out of bed before the sun has risen, and cheerfully for once, because you know what is ahead. A tram, with a carrier on the outside for your skis, could bring you beyond the outskirts of the city in less than an hour, and you might alight anywhere, buckle on your skis, and strike out into the open woods. But this Sunday you are more ambitious. You know of a mountain that rises somewhat beyond the timberline, and you want a taste of that exhilaration which comes only from swooping down great snowy slopes—and so you take the train.

The sun has begun to temper the cold by the time you have reached the starting place. There stands the mountain before you, rising bald and glistening from a zone of snowy spruce. It feels good to be on skis again, feels good even to have the pack on your back. It will be lighter after lunch, too, you think complacently.

The road tapers into a trail, the trail begins to wind up the mountainside. The sunlight seeps into your blood and the cool air, which searches out the farthest corners of your lungs, seems almost to lift you off the ground. The sun plays on the snow-covered trees, between which the sky shows intensely azure. The temperature is still below zero, but you begin to shed your windproof jacket and sweater, and it feels as hot as May unless you are in the shade.

The trees commence to get smaller. Now even the tall firs are heavily draped with icy snow and the smaller trees resemble an army of the queerest shaped dwarfs, which have suddenly been frozen stiff in the very act of attacking an enemy.

At last you leave the thin line of evergreen shrubs behind and emerge on the open slopes of snow. The sun has turned them into a field of brightness, and this light, joined with the fresh air, altitude and stimulating cold, contrives to rid you of any fatigue you think you should feel. Instead

*Reprinted from *Skiing, With a Chapter on Snowshoeing, by* Ornulf Poulsen. Copyright 1924 by The Macmillan Company, publishers.

of being the least bit weary, to your amazement you feel like a child. You have a great desire to turn a somersault, or do some other stunt which would hardly occur to you to perform in your shop. The snowfield rises sharply into the sky, so blue against the whiteness, and so near that you think you could reach it by stretching out an arm.

It occurs to you to turn around and see the valley from which you have come. It seems far now. The river is a dark winding line, and the railroad is a mere hair. The village with its church looks like a collection of toy houses, each distinctly visible because the air is so clear.

It is pleasant to go in any direction you desire, unencumbered by obstacles; it is pleasant to look so far on every hand. It is very pleasant, too, enthusiastic skier that you are, to reach the top, and, sheltering yourself behind some out-cropping rock, to plunge into that luncheon which seemed so unnecessarily large on the way up, and now is so ill-matched against your appetite. You find the noon sun surprisingly warm, and its rays reflected from the snow, in addition to your spare clothing, keep you comfortable during the hour's rest; although it is doubtful if the mercury, in the wind, would register much above zero.

The best is yet to come. Your anticipation has really been focused on the descent, and the climb has merely worked you up into the necessary physical condition to enjoy it. You know that you are master of your skis, that you can turn right or left as occasion demands, or come to a standstill if that be best. It was good to reach the top, good to see county after county spread before you in blue and green and white. But to don your windproof jacket, put on the empty knapsack and push down the inviting slope—that is the great moment.

The air is now a cold stream on your face, nipping at your nose and chin. But you are too busy, too keen to notice such small matters. You indulge yourself in speed, feeling the joy of mastery, the elemental delight of going fast; but the best thrills still lie ahead. In a regrettably short while you have finished what took you that hour to climb and are passing into the forest. Here you have the added pleasure of exercising your skill. The trail winds. You must now stem, now brake with your poles, ever watching each turn and twist of the way, wondering, with the excitement of a child in the dark, what terrible things may lie around the corner, and yet knowing that you are master the while. Perhaps you get reckless for a moment and let your craving for speed get the better of your wisdom; you reach a slope whose steepness you had forgotten. This is really alarming, you think, and begin to lose confidence in yourself. Next moment you realize that you have tumbled in four feet of snow. What painless perils!

Midwinter days are short and the sun has turned the mountain top to flame and plunged the valley into purple by the time you reach the railroad station. Perhaps you are astounded to arrive at the place intact. Yet it is always so. That is one marvellous fact about this greatest sport. If you have learned the art correctly, and take only the chances that are not positively foolhardy, the number of injuries is incredibly small, and, of that number, the really serious ones miraculously few. Perhaps on the train you will meet fellow-adventurers who have taken other trails, and you sleepily (and hungrily) compare notes on the way back to the city. The city it must be, but only for six days, and then new pleasures in fresh fields.

The above account is not an imaginary description, but was my almost weekly fortune for years, and could stand for the diary of thousands. It never ceases to amaze me what pleasure the elongation of one's feet—which is really what the ski is—can give. It also never ceases to amaze those who try it for the first time, no matter what their age. In America, where learning to ski has not been done simultaneously with learning to walk, it does not occur to the elderly that here is a gentle pastime for which they are not unfitted. At least anybody under eighty is not. The beginner can get real enjoyment from the slightest slope. The expert, on the other hand, need never run out of ticklish places to try his skill. Skiing is adaptable to everybody.

After this fact of universality, I think the most valuable aspect of the sport is in the realization that it gives you a freedom hitherto undreamt. On foot you were limited to shovelled walks; on skates, to cleared lakes or covered rinks. But with skis on your feet the whole, wide, snow-covered world becomes your playground. Swamplands and bunns which were monotonous in summer, if not impassable, become highways to desirable places. The untrailed ranges of mountains are made accessible, and new beauties opened up which might never be seen, except by this medium.

There are still other arguments, if one were looking for arguments in a debate which has only one side, for a wider adoption of skiing in America. Next to walking, it is the cheapest of all sports. For the mileage enjoyed, it is even cheaper than walking, since skis do not need to be half-soled every hundred miles, nor every thousand. And it offers more relief than walking, since the top of every hill means a slide. Further, skiing is

the least monotonous of the universal sports. No two hills are alike, no two trails offer the same curves, runs and surprises, and even if you are limited to an after-supper radius of miles, no two days are alike as to speed and other conditions.

Let those lithe and friendly runners speak for themselves, as they are doing. In this country, on snowy Saturdays and Sundays, out of every great city in the northern states, healthy looking youngsters can be observed traveling with their skis. For it is quite possible to find good skiing within an hour of most of our metropolitan pavements. And even when the thaws come, you find fair skiing in the woods.

I would speak now only of the spirit of the sport, and try to suggest to those who have not ventured out of the highway and the beaten track what they are passing up. For on the ski trail lies tingling health; on it lies beauty and, at the end, a self-satisfaction which is the basis of content. It is this inner joy which accounts for the sentimental enthusiasm that all skiers have for their sport.

Good program must be cultivated

Enriching th

Walter L. Scott

If I were to advise a man new to the field of recreation administration with reference to enriching his program, I would want to postpone that consideration and check first the diversity and balance of the activities already being promoted within his area. I would first check and gauge his program against such basic statements as those contained in "Fundamentals in Community Recreation" and "Nineteen Recreation Principles," published many years ago by the National Recreation Association—but still good. I might even wish to weigh and evaluate the results of his activities in terms of the commonly accepted aims and objectives of recreation programs.

Assuming our new administrator did find a fairly well-balanced program in his locality, but was somewhat dissatisfied with the scope and number of activities being carried on, and granting he was disappointed in the number of acres devoted to parks and recreation, the development of recreation buildings and facilities thereon—what practical suggestions can we offer for the enrichment of that program?

In an effort to keep these suggestions on a practical, usable basis, and without too much presumption on my part, I have attempted to list herewith seventeen simple suggestions which I trust are sufficiently down-to-earth to be practical—especially to those who are relatively new to administrative responsibilities in the field of recreation. As P. T. Barnum once said, "If I shoot at the sun, I may hit a star." And I might add that "low aim, not failure, is crime."

Seventeen Suggestions

1. No doubt most of the longer established recreation departments drag along, year after year, with activities or programs that have long since ceased to pay in terms of participation and unit cost. Let's not allow our staff members to change merely the dates on old bulletins outlining such programs and re-issue them, year after year, in a blind routine fashion; let's not be afraid to challenge the effectiveness of even our own pet activities; let's keep out of that rut and substitute new and better activities for old and worn out ideas. We admit that buildings and farms run down and wear out, need maintenance and rejuvenation; let's not falsely assume that activity programs can run forever on their own momentum.

2. Television is something new; it is an ex-

panding field; it may become as common and, possibly, almost as inexpensive to enjoy as radio. Right now television sets are expensive and beyond the reach of most children and families. Many adults enjoy television in their clubs; why can't we bring this new thrill to thousands through our social recreation centers, including youth clubs, as we have, in the past decade, provided phonographs and juke boxes?

3. Reasonably priced radio-phonograph combination sets now come equipped with wire record-

ecreation Program

In this, the New Year, it might be well to take stock of our over-all program. Does it measure up in terms of our aims and objectives? The Director of Recreation, Long Beach, California, makes some suggestions.

ing equipment. A wire costing $4.90, that will take twenty records and play one hour without "commercials" or other annoyances, can be purchased. Imagine the thrills this equipment would bring to drama and music groups, or to youth clubs, to mention only a few groups.

4. In some sections, camping programs are on the march. Several cities in Michigan have pioneered a new type of camping for elementary school pupils, with the children going to camp on school time, with school credit and A.D.A revenue allowed. San Diego has a similar camp and Long Beach is now attempting to complete arrangements for such operation in its new $30,000 municipal camp in the Sierra Madre Mountains.

5. Why couldn't Boards of Education provide a "camping corner" on many school playgrounds —a ground plot, a few trees, shrubs of various species, a multiple purpose oven, a fire ring, picnic tables and, possibly, a pet pen? This type of development could also be incorporated in park planning, perhaps on a more expanded basis. School children, family groups, Scout troops, Camp Fire Girls and similar organized groups could find rich and joyful living experiences, for the facilities could be used evenings and for overnight camping.

6. Day camping, well-developed in a growing number of cities, has great potential possibilities for program enrichment. This fine outdoor activity should be better developed; camping is one of the finest programs from the viewpoint of carry-over values. In Long Beach we have only one such camp; we could use three.

7. Several fine activities, such as sailing, cannot be enjoyed by the average boy and girl because they cannot afford the rigs and gear. Why shouldn't a recreation department maintain a small fleet of sailboats? The children might even be asked to help build and maintain them for the thrill of sailing. Adult groups or aquatic clubs might be induced to help acquire such a fleet.

8. Public librarians are often willing to place one or more bookmobiles on a city-wide playground run. These specially constructed, light motor trucks bring library services to each neighborhood on a regularly scheduled basis. (See page 439.) In Long Beach, phonograph records, as well as books, are made available in this way. This program has been quite successful and is recommended to others.

9. Fishing is one of the most popular sports in the country. The Fly and Bait Casting Club in my own city operates a complete program of fly tying, bait casting and related activities, including an outstanding social program, in cooperation with the Recreation Commission. Plans now are being made to sponsor youth clubs whose members will be taught by adult club members. Here is program enrichment without extra cost to the recreation department.

10. Recently I witnessed a newsreel picture showing a Santa Monica woman gathering the palm tree fronds that fell to the streets in her neighborhood. By stripping the fibres, a large quantity of strong weaving material was secured for making numerous baskets and several other useful things, which she painted in beautiful colors. As recreation people, we should be more resourceful, creative and have the determination to activate some of our big dreams—to do more original thinking and acting and not recoil from the human resistance we are apt to encounter when something new or different is suggested.

11. Too many of our recreation clubhouses, youth clubs and other social centers have the drab atmosphere of sheds, barns or garages. I should think a constructive step would be taken if we, as a professional group, would set, as a goal for ourselves, the construction and finishing

of such centers in a way that the net results would show facilities at least thirty per cent as attractive as the average hotel cocktail bar.

12. In New York City, children's playgrounds have been equipped with miniature playhouses, beautifully designed and constructed to scale, and brightly painted. Inside is one room, large enough to accommodate three or four at a time. I don't know why most departments have been so slow in following such a lead.

13. In many a city recreation department only one tiny nature museum can be found when thirty would not be too many; the same could be said, for instance, of hobby centers, day camp sites or night-lighted tennis courts. We often boast of such programs in our annual reports but, honestly, aren't we spread critically thin in some strategic areas?

14. I can recommend our department's type of family night programs to others who are looking for enrichment in this direction. Here is appeal, participation, and from it comes joyous comradeship in a program easy to promote and not costly to finance. In a typical program, parents come to the playground with their children and bring their box dinners. For an hour the playground buzzes with games and activities of all kinds; both parents and children participating. Dinner is an enjoyable social experience when new acquaintances are formed. The typical evening program includes singing, and possibly a playground drama or a home talent show; often a movie tops off the evening's entertainment. This program is growing rapidly in popularity in our city.

15. Professional recreation books and magazines are made available to our school and municipal recreation staff members through the Board of Education's professional library for teachers. This arrangement has brought enrichment to our program; many workers unable to purchase these aids as individuals enjoy reading up-to-date professional literature.

16. Recreation surveys often point out to the public weaknesses in local programs, which the recreation administrator already has recognized. Often such studies list needs in which the public has tremendous interest. Such surveys often lead to bond issues for acquiring recreation areas and improvements and, therefore, must be listed as one of the finest devices for bringing about program growth and enrichment.

17. Public hearings are sometimes used as a means of securing suggestions for program growth. This type of meeting often results in rallying sentiment and action favorable to program expansion.

It has been my experience that our city's program has been enriched many times as the direct result of youth participation at the planning level. Let's not overlook this advantage.

How good or weak a program will be depends so much upon the character, training, experience, creativeness, interest, vitality, philosophy and good common sense of the individuals directing the activities that full advantage of training classes, conferences and exchange visitations should be encouraged at all times. In the end, the program will rise no higher than its leadership.

As you now look back over your own individual life, try to recall the circumstances which surrounded you when you realized your most enjoyable recreation experience. Do you remember the tremendous satisfaction and the zest with which you took part in the thing? Do you ever try to put yourself in the place of your own recreation patrons today and make an effort to determine and measure their satisfactions, their zest and their mental attitudes towards the things you think are best for them to have? It seems to me that, as we take steps to enrich our respective programs in recreation, we should, to a greater extent than ever before, *acquire an appreciation of the desires of those we aim to serve,* and not simply rely upon those activities we ourselves tend to prescribe. A survey of the recreation interests of 3,000 junior and senior high school students made in Long Beach a few years ago revealed many unexpected likes and dislikes. I often wonder if we, as administrators, keep close enough to our patrons to know really what they want.

When we are successful in giving people of all ages a diversified, appealing and balanced list of activities from which individuals may pick and choose, then life's flame will certainly burn more brightly for those multitudes we humbly strive to serve. Our programs will then not only have a "new look," they will have compelling appeal; and our patrons will have more than interest—they will have enthusiasm and zest!

An address given at a National Recreation Association Pacific Southwest District Conference.

THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

A BOOKWAGON SERVES MANY

Betty McWhorter

"Recreation workers have not hesitated to stimulate interest in arts and crafts, music, organized games, and so on, but I still fail to find emphasis upon one remaining activity—reading for pleasure. Recreation departments and public libraries should be working together so that reading programs may become an integral part of every well-rounded community recreation program."—Clarence S. Paine, Director of Oklahoma City Libraries, RECREATION, *September 1948.*

TWO OF THE prime requisites for her job, according to Miss Doris Bates, regional librarian of Rutland, Vermont, for the past five years, are that one be a good mechanic and a lover of dogs.

The mechanical ability comes in handy, she has found, when it is necessary to start the Vermont Bookwagon in twenty-below zero weather, or to put on chains or make minor repairs on some of the state's back roads.

Rutland is the only one of the state's four regions which employs no men; but having "women drivers" did not prevent the arrival of the Bookwagon in Poultney in sub-zero weather one Friday morning last year. Another trip Miss Bates recalls was during a previous winter, when she and another traveler reached Grafton at eight-thirty in the morning to find the thermometer hitting twenty-below. Until they saw the mercury, she said, they hadn't realized it was so cold. Though library trips are scheduled about two weeks ahead, only one trip has been cancelled in the past five years because of the weather.

The love of dogs is essential in greeting the friendly canines who meet the Bookwagon at farmhouse or school stops. The dogs remember the librarians from visit to visit, and welcome them with wagging tails. At Whitingham School, the teacher's Scottie attends school regularly and sits beside those children whose behavior is above reproach. At another school, a little black and white dog has done the same for the past five years. When the dog's master was in the second grade, his mother became ill. Since there was no one to care for the dog, the boy asked if he might bring his pet to school. The matter was taken up with the district superintendent and the necessary permission obtained. The boy is now in the seventh grade, and the little dog is still attending classes regularly.

Examples such as these illustrate how intimately Vermont's regional librarians know the people they serve in their Bookwagon trips.

The Rutland region, which extends from Brandon south to the Massachusetts line, contains about 260 schools, fifty libraries and forty stations in small communities, where individuals borrow books for distribution in their neighborhoods. Occasionally the Bookwagon stops at the home of an invalid or shut-in, but because of the crowded schedule, individual calls are not encouraged.

In addition, service by mail from the regional headquarters in Rutland amounts to between sixty and seventy packages of books a month. Some

Reprinted from the *Rutland Daily Herald*, Rutland, Vermont.

borrowers receive, by mail, as many as ten books every two weeks.

The Bookwagons go "right to the end of the road," where the mail and milk routes go and, in some instances, beyond even the mailman's most distant stop.

One time a fellow passenger on a bus, discussing Bookwagon travels with Miss Bates, asked, "Do you ever go on back roads?" Miss Bates replied, "Occasionally we hit the road surface when we are going from one back road to another."

One of the back road experiences which stands out most vividly in the minds of Miss Bates and her assistant happened in Winhall Hollow. A telephone call to the station at the end of the road had assured the two women that the roads were passable and that borrowers would meet them along the way with books to be returned. All went well until the Bookwagon came upon a trailer truck loaded with telegraph poles, unable to make a sharp turn. The truck was wedged so tightly against the snowbanks that even Miss Bates. who is of slight build, could not get past the vehicle.

Never daunted, the women put their books in a box, and Miss Bates crawled under the truck, pushing the box ahead of her. On the other side, she met the borrowers—a man and his wife on a pung sled, with the books they were returning. They swapped collections and Miss Bates returned to the Bookwagon the same way she had come.

The road was so narrow that it was necessary for the man to unhitch his team, turn the sled around by hand, and re-hitch the horses before he could head for home. As for the Bookwagon, Miss Bates and her assistant backed it down the road a mile, found a place to turn around, and continued on their route.

Residents of the more remote sections of the state borrow from stations instead of libraries. At North Rupert, Miss Bates discovered a former teacher who filled the rack on her bicycle with books and delivered them to persons for several miles around. At another station, located at the end of a road, with no other houses in sight, the family habitually borrowed about eighty books. Miss Bates discovered that the farmer took books along the route in the milk truck and when he peddled eggs, and when the family went to Grange meeting or to church, a supply of books went along to be distributed to the neighbors.

Rural people are discriminating readers with well-defined preferences, especially in non-fiction. "Cook books don't go well; they'll take the 'Story of the Opera' more quickly," according to Miss Bates. "But people must spend an awful lot of time fixing old furniture, because there is a great demand for books on fixing up the home and on antiques."

She has discovered that there is no longer any interest in war literature, but that there is a demand for books on religion and philosophy, such as "Peace of Mind." Books on Vermont and New England are always welcomed, while party books go well with schools and organizations. Music books, also, are in constant circulation. The classics are usually snapped up early in the trip, with exclamations such as: "Oh, I've always wanted to read that," or, "I read that when I was a child and I'd like to read it again." Essays and poetry are not popular, and political science is "dead wood," but biography and travel are widely read. The fiction interest of summer residents runs to mysteries and the latest books, while the natives prefer pioneer stories, novels of the North, and "the tried and true."

The Bookwagon also carries a large number of professional books, many of them for teachers. On the trips to schools, the book supply is about half for pleasure and half for supplementary reading. Books for schools are selected carefully, but the libraries "read at their own risks." Library policies differ—some build up their own supply of non-fiction and borrow fiction from the Bookwagon, while others reverse the process.

"There are never enough dog or horse stories," and Miss Bates believes the children would take out Christmas stories the year around. Rural children are very appreciative; in fact, throughout the area people "feel that the Bookwagon is their property."

It is in the mail requests that the librarians find the most variety. They range from that of the

A visit from Miss Bates means recreation and fun for young readers in many an isolated school room.

retired college professor who wanted the "Memoirs of Metternich" in the original French edition, to that of the woman who asked for the song of a crow set to music.

The first request was filled through the arrangement of borrowing from other libraries, among them the University of Vermont, Middlebury College libraries, and the Boston Public Library. For the second, Miss Bates wrote to library headquarters at Montpelier, from where they replied that "the woman is caw-rect" and sent a copy of "Familiar Birds and Their Songs."

Another reader wrote, "Please mail me some pepper-uppers—and not fuddy-duddies." Among the most frequent mail requests are those from women preparing papers to present at club meetings. Books for special holidays are also often loaned by mail.

The Bookwagon carries 500 books—300 on revolving racks and 200 on shelves. A visit is made to each school every two months and to each library every three months. The wagon is out three or four days a week, with the longest trip a three-day southern jaunt into Bennington and Windham counties. There is also a two-day trip, with an overnight stop in Bellows Falls.

Miss Bates has two assistants, and the three women take turns driving, with two going on each trip, while the third remains at the regional headquarters—two rooms in the Rutland Free Library furnished, with heat and light, by the city. Work at regional headquarters includes cataloging, mending, ordering and looking up references.

When the Bookwagon makes a stop, one person goes inside and checks off the books being returned while the other stays outside where the local librarian is making new selections.

Separate trips are made with children's and adult books, the former going to schools and the latter to libraries and stations. There are only five combined trips and the wagon is changed over between trips.

Vermont is the first state to be completely covered by regional libraries, and is a pioneer in the use of Bookwagons.

BACK TO EARTH

THE PARK MAN'S SERVICE ties him to Mother Earth. The wise park man will know and act upon the premise that you can create good citizenship only by keeping man in close touch with the earth and that the children of man must learn from the earth all the lessons of actual life, which involves all our relationships and moral responsibilities . . . Both children and adults are hungering for such knowledge. Our youth want to express themselves and to learn the true meaning of life. If they are not intelligently given these opportunities, there lies the danger.

There should be a study of existing programs of this character which, increasingly, are being conducted in parks, zoos and botanical gardens. There is no reason why these programs should not be expanding into the smaller parks and into towns and villages.

These programs lead back to the good earth. I believe these programs may at least restore that former faith in one's duty to work out his own salvation and accept individual responsibility. Because I so believe, is why I feel that this back to earth program so earnestly carried on by our own park men takes precedence over many other of our activities and furnishes conclusive evidence that we park men do love people. This program should be sufficient to cry shame upon those who would say that we are not interested in human lives or dedicated to their service. And thrice shame upon that park executive who does not recognize that such is his mission or fails to accept its responsibilities.

— *Will O. Doolittle, formerly Executive Secretary, American Institute of Park Executives;* Managing Editor, PARKS AND RECREATION, 1921 —.

Fun in February

FEBRUARY MAY BE the shortest month, but it certainly furnishes its share of ideas and themes for party fun. In addition to celebrating February in memory of St. Valentine, and the birthdays of Washington and Lincoln, there are the anniversaries of many other notables. Among them are Horace Greeley, February 3; Charles Dickens, February 7; Thomas A. Edison, February 11; Susan B. Anthony, February 15; James Russell Lowell, February 22; Henry Wadsworth Longfellow, February 27. (Don't forget, too, that you will want to plan something special for the observance of Brotherhood Week, February 20-27.)

The following party games, highlighting the various important events of the month, should add zest to your celebrations:

Heart Clap—This is a jolly way for starting the fun at a Valentine party. Preparatory to playing the game, fasten about the room as many hearts, less one, as there are players to take part. These can be fastened on the walls, drapes, and so on with pins, or laid in conspicuous places. They should be well scattered around the room. All the players join hands and march around in a circle to the strains of lively music. When the music suddenly ceases, each player runs for a heart, clapping his hand over it. Of course, one player will be left heartless. He must drop out of the game, which is again resumed, the hostess removing one of the hearts from the wall each time the music begins. The one who finally claps his hand over the last remaining heart wins the game.

Valentine Greetings—In this game, players try to secure as many hearts as they can. They greet each other with any two letters in this manner—"Hello, C. U." The one addressed must respond immediately with two letters that will finish a word such as "Hello, T. E." If he cannot finish the word with two letters he must give one of his hearts to the person who addressed him. If he doubts that there is a word of four letters beginning with the two letters with which the person greeted him, he may challenge the originator of the word. If he is correct in believing that the other person is "faking" he collects a heart; if he is not correct, he surrenders two instead of one. The man and girl collecting the most hearts are given a prize.

Wedding Attire Exchange—Give to each player ten slips of paper on which is written any part of the wedding attire. Such objects as a dress, shoe, stocking, handbag, coat, belt, glove and hat may be used. However, only one hat is prepared for the entire group. The players are instructed to get a complete attire by exchanging slips for the articles they need, but not more than three slips may be exchanged at one time. They do not, however, need to be exchanged for the same articles. The person with the most complete wardrobe at the end of the game is the winner. The catch, of course, is that there is only one hat. However, don't tell the players, since this is where the fun comes in.

Hidden Valentine—Prepare as many sets of cards

as there are people expected, each set to have nine cards, each with a letter on it, which altogether spell "Valentine." Hide these cards about the house. Instruct your guests to hunt for the letters, but to pick them up only in turn, that is, a "V" must be found first, then an "A," then "L," and so on. The one completing the word first wins the prize.

Patriotic Song Introductions (a lively mixer)—Each person has pinned on him, in plain sight, the name of a well-known patriotic air, such as "The Star-Spangled Banner," "America," "God Bless America," "Let's Get Together," or "Yankee Doodle." Each person also receives ten red, white, and blue disks (poker chips are excellent to handle). The players immediately greet each other, not with names or "hello" but by singing the opening bars of the other person's song. The same people may greet each other any number of times until the game is over. The one who starts the song first gets a disk from the other person, and the player with the most disks at the end of the game wins. The one with the fewest must sing his song all the way through.

Passing Washington's Coat—Divide your guests into teams of six to eight players. Give the first person in each line an old coat. On the word to begin, the first person puts on the coat, buttons it, unbuttons it, takes it off, buttons it up and hands it to the second person in the line. This continues down the line, and the first line to complete the action is the winner.

Lincoln Hunt—The leader says that there is a Lincoln penny dated 19.. hidden in the room. Everyone is to sing, hum or whistle "America" as he walks about looking for the penny. Nothing needs to be moved or touched to find the penny; it is in plain sight. As soon as anyone finds it, he stands as close to it as he can and changes his tune to "Yankee Doodle." Needless to say, there is a rush for the spot.

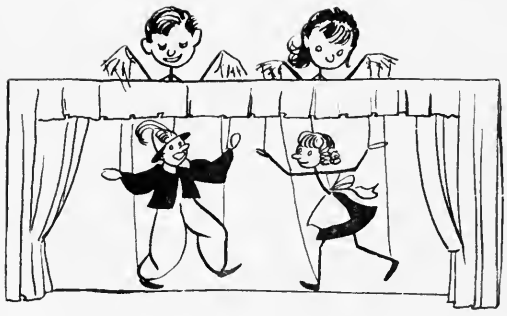
Nothing But the Truth—Thus thunders George, gathering his guests around him in a circle, men and women alternating. He points an accusing finger at someone, at the same time demanding sternly, "Who did this?" The player must notice with which hand George is pointing. If with his right hand the player says, "I cannot tell a lie, so and so did it," mentioning the player on his left, and vice versa if George uses his left hand. He must do this before George counts to ten. Those who fail to answer, or answer incorrectly, are called into the ring to help George.

Penny Race—You can have a good penny race by placing ten pennies in a circle two feet in diameter, marked on the floor at one end of the room. (Use circular cardboard disks if you can't mark up the floor.) There should also be a circle fifteen or twenty feet in front of each team. Wearing cotton gloves, the first player of each team runs from the starting line to the distant circle, picks up five pennies one by one, and brings them back to his team's circle, putting them down one at a time. He passes the gloves to the second player who picks up the pennies from his team's circle and returns them to the other circle. After he has placed the pennies on the floor, one at a time, he runs back and gives the gloves to the third player. The game continues in this manner until one team wins by being the first to have all its players run with the pennies.

Crossing the Delaware—Even George himself would have laughed at the soldiers playing this game and going through the ridiculous posturings it requires. Divide the players into two groups. The teams sit opposite each other, about fifteen feet apart. The space between is the Delaware. Appoint a leader for each team and assign each of the players a letter of the alphabet. If the group is small two or more letters may be given to each player, but no two players on the same team should have identical letters. The leaders take turns calling out a letter of the alphabet. As soon as one is called out, the player who has been assigned that particular letter crosses to the opposite side, and while he is walking toward the other team he acts out an adverb which starts with the letter given him. If his letter is B he might cross the Delaware bashfully, or belligerently, or boyishly. The opposite team tries to guess the adverb before he can reach the shore on which they are stationed.

If they guess correctly, the player remains on their side. He may help in the guessing, but is no longer permitted to cross the water. The other leader then calls out a letter and his team tries to guess the adverb being pantomimed by the soldier crossing the river from the enemy camp. Play for five or ten minutes and start the next game while this is still going strong. Don't let the players get tired of it. The team which ends the game with most players on its side is the winner. If you like the idea, the losers might be made to pay the penalty of performing humorous tricks, stunts or acts for the others in the next game.

Making Puppets Caught on Like Wildfire



The old lady who lived in the shoe and had so many children she didn't know what to do has a forty-nine per cent modern counterpart in the City of Somerville, Massachusetts. But the fifty-one per cent difference lies in the all-important fact that the Recreation Commission does know what to do with the children. A quick recapitulation of the Saturday morning indoor play centers clinches that statement.

THERE IS A year-round program here, in one of the most densely populated cities of its size in the nation, and the play menu reaches out to attract every one of the hundred thousand people who dwell within the city.

But the thing which has had the whole town talking is the Saturday morning indoor play program for children between the ages of nine and eleven. Youngsters within this age group have always had their Saturday morning play in the out-of-doors, but 1947 marked the first year in which they moved indoors with the first fall of snow in New England.

The Recreation Commission, through its superintendent, Francis J. Mahoney, went to work long before the Christmas rush and drew up an appetizing program of recreation for the projected indoor sessions, garnishing the menu with appetizing portions of puppet making, storytelling, Punch and Judy shows, and community singing.

Then, on the Saturday after Christmas, the experiment became an actuality. Seven centers were opened, and more than 200 children crammed every available inch of space in each center, making puppets, creating Punch and Judy characters, and singing together while they played and worked on their projects.

This activity is inexpensive. The puppets are built on the ends of broomsticks and mop handles, or over the tops of tonic bottles. The faces of the puppets are formed by wrapping layers of old newspapers to form the basic face, and then pasting the folds of the paper with a flour and water paste. The faces are painted by the boys and girls and the puppets dressed in homemade costumes typical of the characters which have been planned.

This novel form of recreation, catching on like wildfire throughout the town, had its start in the Boy-Art Club which toured the city, putting on Punch and Judy shows with characters made in the club. So contagious was the fever for puppets, that hundreds of children who viewed them clamored for a chance to make them for their own enjoyment. Thus, the idea for the Saturday morning activity was born.

It's interesting to walk into any one of these play centers on any Saturday morning and see a group enjoying their own rendition of Snow White and the Seven Dwarfs, with all the puppets made by enthusiastic youngsters; or to ride to the West Side and see another group watching a simple melodrama, with the villain made of old newspapers and draped over a soda pop bottle, and the heroine cavorting, in all her waste paper finery, from the end of an old kitchen mop handle.

As a recess from the day's work on puppets and productions, the young folks indulge in some passive activity, with a skilled storyteller making the rounds of each center weekly to recount many of the best-loved American and foreign tales.

This Saturday morning activity is but one in the diverse program which has made Somerville one of the models among recreation-minded cities.

Reprinted from the Somerville, Massachusetts, *Journal and Press.*

Simple Puppets

Catherine Mackenzie

SIMPLE PUPPETS, masks, shadow figures, offer endless fascination to young children. A potato, a yam, an apple, may form heads of these puppets. (An apple-corer will scoop out a hole deep enough for an index finger.) Try cloves for eyes. For the simplest design of all, stuff crumpled newspaper in the bottom of a white paper bag, fasten with a rubber band, and add crayon features. When the bag's open end is slipped over the child's hand, the puppet is ready for make-believe play, songs and stories.

Here are some simple designs from an unusually rich collection compiled in "Puppetry in the Curriculum," a bulletin issued by New York City's Board of Education. (Bureau of Publications, thirty cents.) This is a manual for teachers; text and working drawings are keyed to classroom learning through junior high school years. But Miss Truda T. Weil, who assembled the material with the help of professional experts, assures us that any imaginative leader will find wonderful ideas in it.

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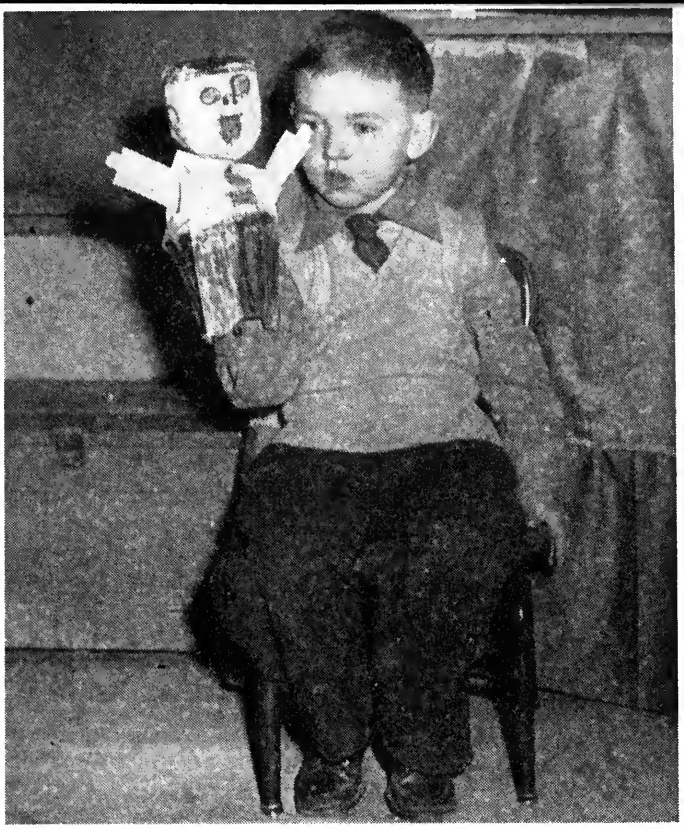


Here we have a tube inside this intriguing double paper bag puppet. This enables it to wave its hands and say "hello." Youngsters love to play with things they create themselves.

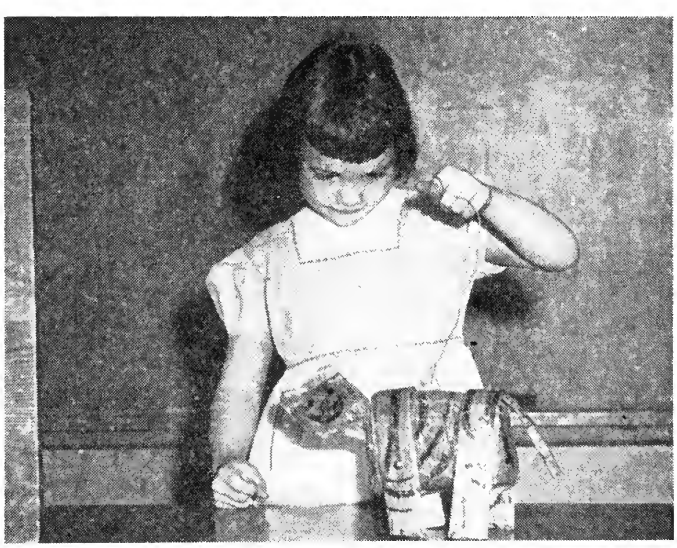
A potato becomes an "old lady" puppet held on hand.

An elephant is made from a yam; tusks are toothpicks.

School play's Santa wears a simple paper bag mask.

Figures are cut from cardboard, moved behind screen.

Hand shadows on a wall are traditional delight of the young. Here are a rabbit and butterfly, behind light window shade.



A "fierce jungle tiger" marionette made from bag, wrapping paper and cardboard. Children cut out, color fur with crayon.

George D. Butler

"An adequate, well-designed and attractive school site becomes at once a source of pride and a center for joyous neighborhood or community life."

School Grounds Designed For Community Use

THE COMMUNITY USE of school buildings and grounds for recreation and other leisure-time activities has been widely accepted by leaders in the field of education as normal and desirable. In modern theory and practice, community use is a major function of school buildings and grounds, and this fact therefore requires careful consideration in their design and development.

School Property, a Recreation Resource

Present-day conditions and needs make it imperative that school properties be recognized as community recreation resources. Both a school and a playground are required in every residential neighborhood, and every elementary school likewise requires outdoor recreation space for its pupils. Location of neighborhood playgrounds at elementary school sites or adjoining them is therefore desirable, especially if the schools are in a central location. Similarly, the high school site is increasingly developed to provide a playfield for the surrounding community. Planning for dual use is advantageous to both school and community because the school grounds thus not only serve the needs of the school, but if designed and operated for community recreation outside of school hours, they make it unnecessary for the city to acquire and develop municipal recreation areas in the same neighborhood.

School grounds therefore are being designed more and more to provide for the varied recreation needs of children, young people and adults throughout the entire year. This means that some facilities are installed that would not be included if these areas were restricted to school use alone. Fortunately, however, much the same areas and facilities are required for both school and community programs and, in general, the same fundamental principles of design apply to both types of use. The purpose of this article and the accompanying plans is to suggest a few practical considerations in the design of school grounds in order that they may effectively serve both school and community recreation use.

All aspects of the problem of planning school grounds for community use cannot be considered in a brief article, but attention will be focused on the development of elementary school and high school sites. The accompanying plans are intended merely to illustrate general principles in the design of school grounds and, for this reason, they contain few details. Obviously, no standardized plan is possible or desirable. In both plans, the location of the school building on the site is indicated, but the building lines are intended merely to suggest the approximate location and dimensions of the area occupied, rather than to indicate the specific size and shape of the building.

Development of Elementary School Grounds

Leading school authorities have long advocated five acres as a minimum site for elementary schools and, increasingly, sites of this size have been acquired. More recently, still larger sites have been advocated; for example, the National Council on Schoolhouse Construction in 1946 recommended that for elementary schools there be provided a minimum site of five acres plus an additional acre for each 100 pupils of ultimate enrollment. Thus a school of 500 pupils would have a site of ten acres. Obviously such a site is ample to serve both school and community needs; its acquisition could not be justified if it were to be unused during non-school hours.

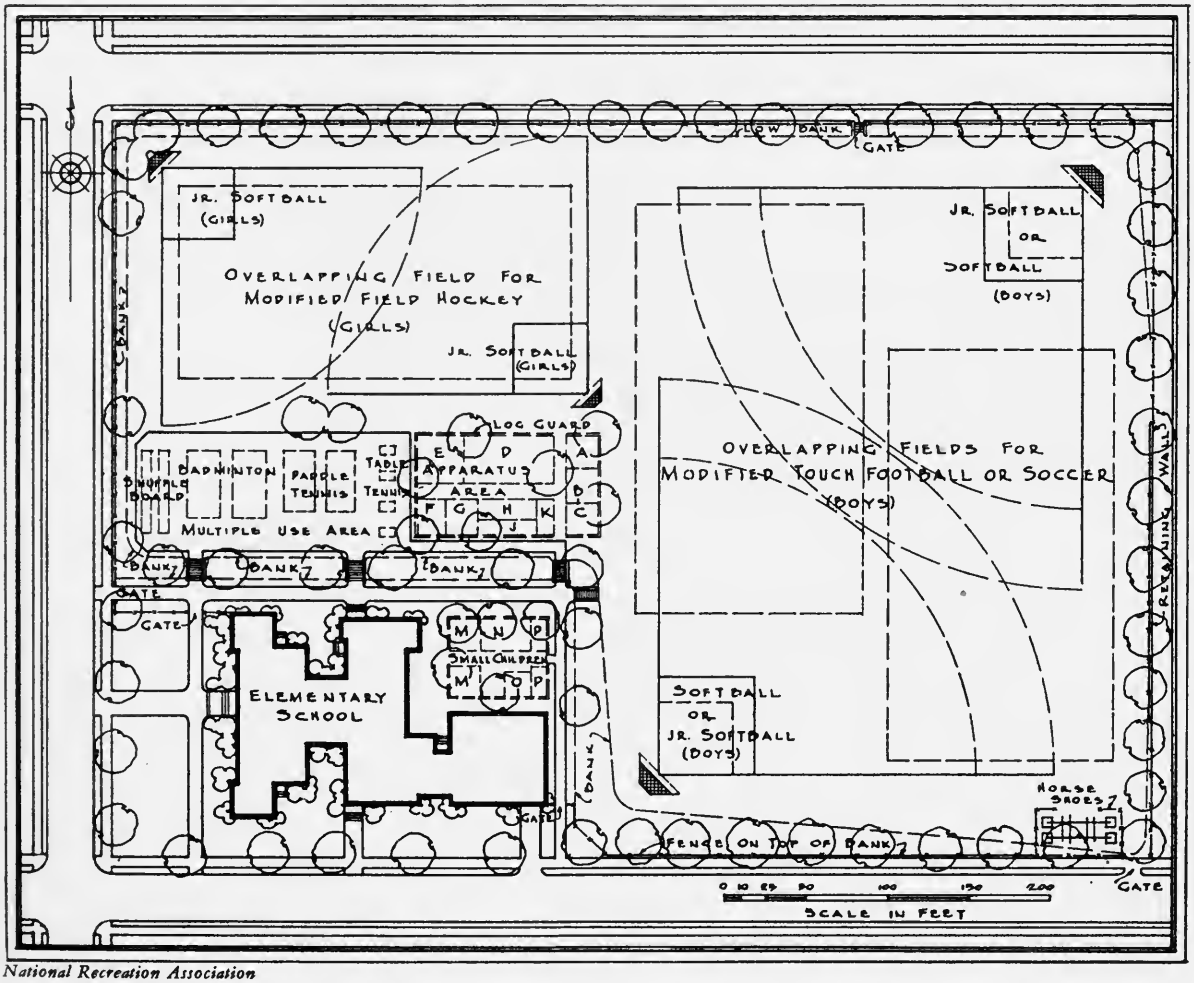
A large portion of the elementary school site is commonly developed as a playground, designed to

serve primarily the varied play needs of children between the ages of five and fifteen. This playground should afford the diversified types of play opportunities essential to the children's growth and development, whether such opportunities are provided as a part of the regular school program or outside of school hours. A small section may need to be set aside for the play of children of pre-school age, and limited opportunities for use of the playground by young people and adults living in the neighborhood may also be desirable. The accompanying plan for the development of an elementary school ground is intended to suggest how a six and a half acre site may be designed for both school and community use.

It will be noted that one corner of the property, comprising about one acre, is devoted to the site of the school building. The various sections of the grounds are arranged so as to afford maximum ease of circulation, to facilitate supervision, and to make possible a wide variety of diversified uses. Much of the area is fenced for greater safety and more effective leadership. When the fence is set in a few feet from the property line, a border planting strip can be provided which adds to the attractiveness of the playground and tends to shield the neighborhood from the playground noise. Because of the grades of the site shown in the plan, this location of the fence was not practicable, but the plan provides for trees to be planted along the boundaries of the site and at other appropriate locations on the area.

Serving the Small Children

The small children's area is placed where it can be reached easily from either street bordering the school building, without crossing sections used by the older children. This area is also close to the building—an advantage, from the standpoint of supervision, while the area is being used by the kindergarten children, and also because it affords easy access to toilets in the building. Among the features commonly included in the tots' area are sandboxes, low swings, slide, and junior jungle-



National Recreation Association

Study for Development of Elementary School Grounds for School and Community.

This large elementary school playground was designed primarily to meet the varied play needs of children. Such play areas can be planned for both school and community use, and as centers of neighborhood activities.

gym, all of which are exceedingly popular with young children and afford essential developmental opportunities. Playhouses make possible many forms of make-believe and social play, which have a strong appeal. Benches are appreciated by the mothers who bring their young children to the playground.

A wading pool, which is primarily used by the young children, is commonly provided near this section of the playground. When not used for wading, it becomes a pool for sailing miniature boats. The paved area surrounding the pool can be used for hopscotch or other games, and during certain periods it may serve the small children as a track for their velocipedes and other vehicles.

Facilities for Older Children

Apparatus merits a place on the playground because it has a strong appeal to children and also because it contributes to the school physical education program. In order to facilitate supervision and to economize in space, a segregated area, easily reached from the school building, is suggested for the older children's apparatus. The number and variety of types of equipment to be provided will vary, but among those most highly recommended are swings, junglegym, slide, horizontal ladder, giant stride or circular traveling rings and horizontal bar. A log guard surrounding this area is indicated on the plan.

A quiet corner devoted to crafts and quiet games has limitless possibilities for varied use, both during the school term and in vacation periods. If it is removed from the areas used for strenuous and noisy play, activities such as storytelling, crafts, dramatics, and other group activities can be carried on without interruption or disturbance. When it is placed near the school building, tables, benches, craft materials and other equipment needed in this section may be stored in the school and transferred readily to it. A council ring for school and Scout groups, feeding stations for birds, a miniature outdoor theater, a nature museum and an alpine garden are a few of the possible features that can be introduced into a school playground and that will appeal particularly to the boys and girls who have no special interest in sports.

Areas for Games and Sports

Adjoining the section containing the apparatus is the multiple-use area designed for a variety of court games, such as shuffleboard, volleyball, paddle tennis, badminton and table tennis. This area requires an all-weather surface in order that it may be available for use throughout the year. Its size will vary according to the number and types of game courts to be laid out on it, and the other activities which it is intended to make possible. This section is used for physical education class activities, informal individual and group play, dancing and roller skating. In northern cities, if a curb is placed around this area, it can be used also for ice skating. Few sections of the playground receive more intensive use.

A large percentage of the total playground area, level and free from obstructions, is usually set aside for field games and other activities for the older age group. This provision is of the utmost importance because many of the activities appealing to the boys and girls in the upper grades require considerable space. A portion of this area has been designated on the accompanying plan for

use by the older girls; unless this is done, there is a tendency for older boys to monopolize the facilities for field sports. The field area can be used for group or team games such as touch football, field hockey, softball or soccer, which will vary from one season to another. It also serves as a field for the flying of kites, for play days, informal meets, and other activities involving large numbers of children. It is large enough to permit several games or other activities to be carried on simultaneously and to enable adults to play softball on the area. A protected corner affords a suitable location for the horseshoe courts.

The plan suggested here makes possible a diversified program appealing to a wide range of interests and ages, but it by no means includes all the features that merit a place on the elementary school grounds. Many additional features could well be provided, depending upon local interests and the unusual possibilities afforded by the individual site. In some communities a basketball court may be desirable, either on the multiple-use area or nearby, and equipment for such games as goal-hi and tether ball can readily be provided in small spaces. A section of the grounds, possibly near the school building, may be developed for children's gardens. Tennis courts are commonly provided.

Development of High School Grounds

The design of the high school site gives rise to many different problems from those encountered in developing a plan for the elementary school grounds, because the two types of areas differ markedly in size, in the ages of the individuals served, and in the type of service to be provided. Twenty acres are considered a minimum for a modern high school site, and the same amount of space is essential for a community playfield. The grounds provide a variety of features necessary for a well-balanced school physical education program for the entire student body, as well as opportunities for cultural and scientific activities connected with the school program. In addition, they afford facilities serving the leisure-time activities of non-school youth and adults, some of which have little relation to the school curriculum. They serve as the major outdoor recreation center for young people and adults in the section of the city in which the high school is located. The accompanying plan is intended to illustrate the possible development of this type of high school grounds.

The site in question comprises twenty-five acres, of which some four acres are set aside for the school building and approaches. The remainder of the site is devoted to recreation, parking or landscape areas. Most of the features suggested in the plan are used in connection with the high school program, although a few of them, such as the outdoor theater, swimming pool and certain of the game courts, are likely to be used primarily by community groups.

Relating Indoor and Outdoor Facilities

On this plan, the development of the school grounds is definitely related to the location of the school building units. The gymnasium, for example, affords ready access to both the girls' playfield and the major sports areas serving primarily the men and boys. This arrangement permits coordination between the indoor and outdoor physical education programs and facilitates the use of the locker and shower facilities in connection with outdoor activities.

The area adjoining the auditorium has likewise been developed in relation to this part of the school plant. A distinctive feature is the bandshell, which has been incorporated in the building and which serves as a background for the large outdoor theater. These features can be used for musical, dance and dramatic presentations by school and community groups, and they are easily accessible to dressing rooms and other indoor facilities provided in connection with the auditorium. Nearby is a section devoted to outdoor arts and crafts groups, at some distance from the areas devoted to the major active games and sports. The garden in a court of the school building affords an opportunity for observation, rest and study.

Sports Areas

A major part of the grounds is devoted to sports. Features include the section set aside exclusively for field sports for girls and the nearby multiple-use area, also intended for their special use. The needs of older girls and women are often neglected in school and community recreation areas, but on this plan their interests are well served. The number and types of courts to be developed in the girls' area depend upon local interests, needs and traditions and, as far as possible, the field and all-weather area should be utilized for diversified activities. Sports suggested for the area include field hockey, softball, badminton, basketball, volleyball, shuffleboard, paddle tennis and horseshoes.

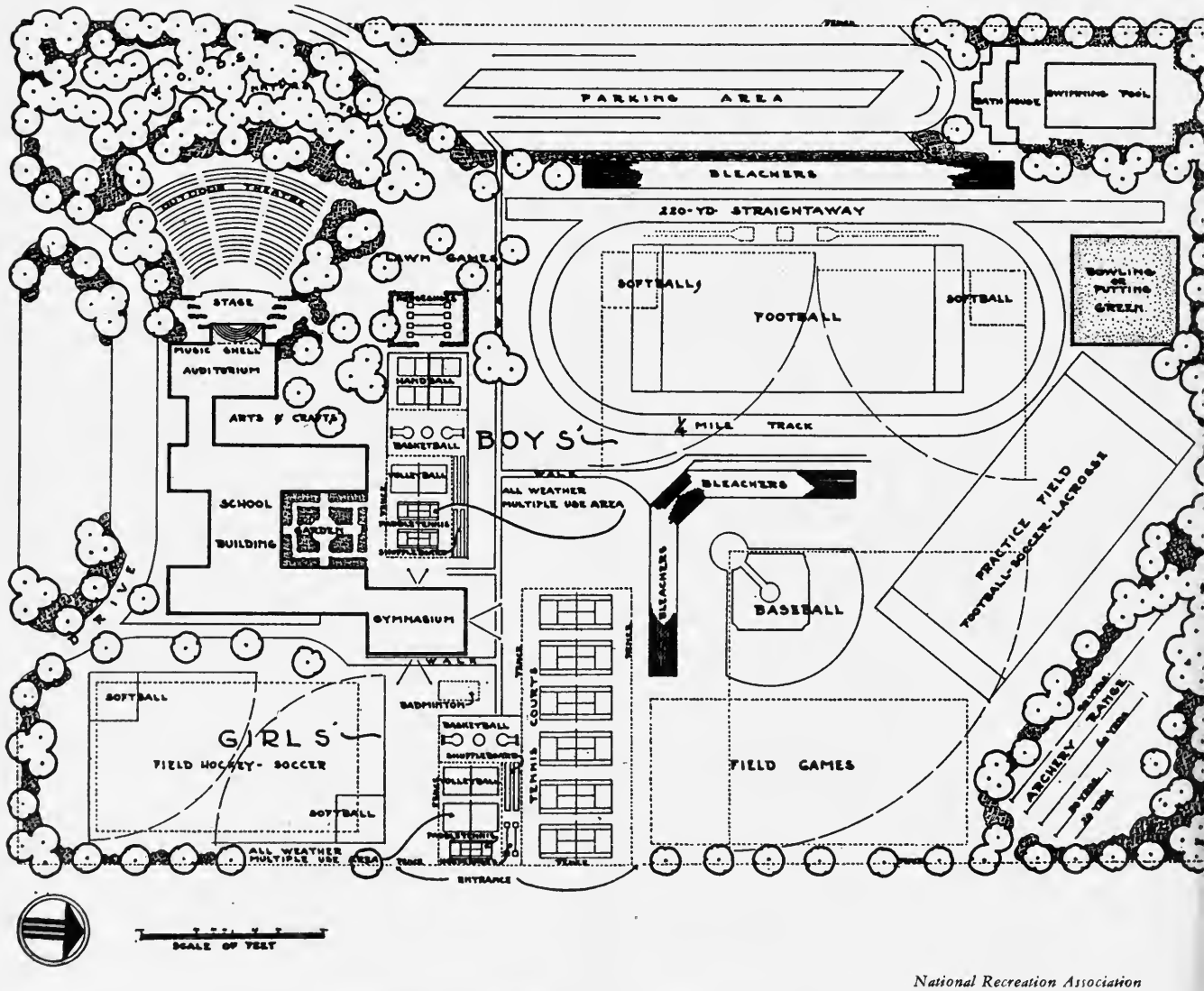
Other sections of the field are intended for use jointly by both sexes. A battery of tennis courts, for example, serves as a transition area between the girls' section and the major sports area for

men and boys. Girls will also make use of the archery range that is suggested for one corner of the site. The border of plantings, incidentally, contributes to safety and also affords a desirable windbreak.

Court games for men and boys are made possible at the all-weather multiple-use area near the gymnasium. It is quite similar to such an area for girls, but it also includes several handball courts.

Separate areas are provided for football and track on the one hand, and baseball on the other—a desirable arrangement whenever space permits. The baseball diamond is often laid out within the running track, but this is not a satisfactory arrangement because the seating facilities are not ideal for both sports, the skinned diamond extends over the area used for football, the track interferes with baseball play, and while baseball is being played it cannot be safely used. This is a serious disadvantage since the baseball and track seasons overlap. The suggested plan provides for a quarter-mile track with 220-yard straightaway. The area within the track enclosure can be used for football in the fall and for softball and other field games during other seasons. Bleachers are arranged so that the sun is at the back of the spectators.

The layout for baseball furnishes an ideal diamond with adequate seating facilities for spectators. During other seasons the field may be used for other sports without encroachment on the skinned diamond. A variety of team games may be carried on simultaneously on the field, owing to its size and freedom from obstructions. A bowling or putting green, primarily for the benefit of adults, is located in a secluded corner of the field.



National Recreation Association

Study for Development of High School Grounds for School and Community.

Other Features

An outdoor swimming pool, a feature not commonly found on high school sites, is also suggested. Even though it receives little use while school is in session, a playfield swimming pool is needed in communities where suitable outdoor swimming areas are not readily available elsewhere. It is a most popular feature during the summer months and enables the area to provide a well-balanced recreation service. The location in the corner of the site makes the pool easy to reach, segregates the swimmers from others using the field, helps advertise the pool, and occupies space least desirable for school activities. Noise from the pool will not interfere with programs in the outdoor theater.

The wooded area near the outdoor theater affords opportunities for varied development. In this corner of the site a miniature nature trail might be established, or the area might be developed as a bird sanctuary. In some communities, a playground for young children in this corner might be desirable so as to afford a place where parents could leave their children while they engage in recreation activities on other parts of the site. The area suggested for lawn games can be used for many forms of activity such as croquet, deck tennis, and badminton.

Provision for parking is generally essential on areas that attract large numbers of individuals, many of whom come in their automobiles. The parking area should lead as directly as possible to sections of the playfield serving large numbers of people. Along the upper side of the high school site, adjoining the football bleachers, is a parking area of approximately two acres. This is readily accessible, not only to the bleachers, but to the outdoor theater, baseball grandstand, swimming pool.

A school and community playfield of this type, developed along the lines suggested in the plan, provides facilities that appeal to young people and adults, and affords opportunities for a well-balanced outdoor recreation program.

A Few Planning Suggestions

A few of the major principles underlying the preparation of a design for a school site to be developed for community use are:

Give adequate consideration to each of the age groups to be served by the area.

Provide facilities that will appeal to people with widely different interests and make possible a diversified program.

Utilize fully the natural resources afforded by the site, such as irregular topography, trees or a brook.

Divide the area for various uses in such a way as to facilitate circulation and avoid interference with activities.

Assure safety by careful selection and placement of suitable apparatus, border and interior fences, location of entrances, and arrangement of features on the site.

Provide for multiple use of areas whenever practicable.

Seek to develop an area that will be attractive and can easily be maintained in good condition.

In Conclusion

The preparation of a satisfactory plan for an area to serve both school and community recreation needs requires the cooperation and collaboration of school and recreation authorities. Only as the requirements of school and community groups are jointly considered can a plan be developed that will afford the maximum service to both. The services of a competent recreation planner or landscape architect, experienced in the design of recreation areas, should be secured in the preparation of the site plan.

Teachers cannot be expected to instill in children an appreciation of beauty, a sense of orderliness and a respect for school property if the school grounds are unattractive, badly planned and improperly maintained.

(RECREATION *magazine needs good photographs of playground areas, either showing specific sections in use or over-all layout.—Ed.*)

* * * *

"We are told that the educated person is both a participant and a spectator in recreation. Just what does the school, what does the home do to encourage participating recreation? How many schools establish such recreations as swimming, fishing, skiing, skating, golfing and nature walks? These are definitely participating activities of maximum utility in developing individual skills and pleasures. Is it not more common for a school to mobilize all its resources for the football team or the basketball team, sports which for the vast majority of children are definitely of the spectator type?"—*George D. Stoddard.*

The other side of the usual picture . . .
In the strangest park in the world,
wild animals run loose and man is confined.

South Africa's Garden of Eden*

Frederic Sondern, Jr.

KRUGER NATIONAL PARK, in the northeastern corner of the Union of South Africa, is the world's largest zoo. In its 8,000 square miles —roughly the size of Massachusetts — elephants, lions, buffalo, antelope and scores of other animals, from the incredible giraffe to the monstrous hippopotamus, roam as freely as they did centuries ago.

While the beasts are at large, man is carefully confined. The visitor must stay in his car while motoring through the Park; he must be in one of its fifteen camps, behind wire fences and a padlocked gate, within half an hour after sundown.

Despite the stringent rules, this unique wildlife refuge is an adventure. The Park's roads, a 1,200-mile network, intersect the animals' favorite feeding grounds and water holes; camps are located in the heart of areas where game congregates. With this arrangement, the visitor sees many animals despite the vastness of the reserve.

One morning, about an hour after daybreak—the best time for "stalking"—we were cruising along slowly when our driver-guide, a gimlet-eyed, imperturbable Englishman, pointed to huge footprints in the fine red dust of the road. "Elephant spoor," he said. Nearby were two freshly uprooted trees; elephants often pull trees out of the ground, apparently out of sheer exuberance. As we rounded the next bend my wife gave a muffled shout. Hardly fifty feet away two big tuskers were cropping some high branches. We pulled up, and the animals, as startled as we, glanced at us for a moment, then, with a deceptive amble that actually covers ground rapidly, disappeared into the thick bush before I could raise my camera.

"Did you see what I saw?" I asked.

"Quite," the calm Mr. Millet replied. He stiffened. "But just look at *that*."

On the other side of the road, and much nearer, stood a third elephant, unnoticed in our excitement. He had broken off the top of a small tree and was chewing the stump like a licorice stick. An African elephant looks big enough in a zoo; in the open he looks a lot bigger. This time I managed to focus the camera. On the third click of my noisy shutter he looked up balefully. The immense body swiveled around, the great ears flapped out, and the trunk went up as he took one and then another purposeful step in our direction. Mr. Millet let in his clutch. "We'd best be off now," he said.

A few months ago, an executive of one of the international travel agencies, skeptical about the really modest publicity which the Park authorities put out, came to see for himself. One of the Warden's staff took him for a drive. Rounding a bend he trod on his brake—hard. On the road in front of them were seven lions sunning themselves. They turned their heads lazily, and looked. The travel director hastily cranked up the window on his side. After a while a lioness rose to her feet and walked slowly toward the car. She sniffed at the bumper, licked the headlights, made a few passes at her reflection in the glossy paint of a door, then hoisted herself up to peer in at a window, pressing her nose against the pane. Satisfied with her inspection, she ambled back to her babies. The Park Officer honked his horn; the lions, one after the other, moved grudgingly aside and waited for the automobile to go by. "We had no more trouble convincing that travel director," one of the Rangers told me.

Remarkably enough, there have been no serious accidents in the Park since its opening in 1926. A few close calls, however, have demonstrated the wisdom of such regulations as, "Motorists are warned not to approach within fifty yards of ele-

phants." Several years ago an elephant, irritated by an automobile following him, simply sat down on its hood. Having crushed the front wheels and engine into the ground, the tusker got up and walked off without so much as a glance at the car's occupants. They were terrified but unhurt. Recently a big lion, discovering his reflection in the back of a stalled car, roared his disapproval and charged at it. By the time he limped off into the bush, the rear of the car was battered in and the people in it were nervous wrecks.

A friend of mine, cruising in search of lions, was flagged by another automobile. "Lion! Down on the riverbank!" the occupants shouted at him. He parked, couldn't see clearly enough, and got out to watch. A few minutes later he heard a scream from his car. His wife was frantically pointing at a black-maned giant which had appeared out of the bush and was strolling toward him. The man estimated the distance, ran, jumped in the car, cranked up the window. "I'll never do *that* again," he comments with conviction.

The animals do not seem to associate automobiles with their arch enemy, gun-carrying man. There are various theories about this. Some Park veterans claim that the strong smell of gasoline gives the wheeled monster a different identity from man. Other authorities believe that the beasts know that cars contain human beings, but have learned that as long as man stays inside he is not dangerous.

Kruger Park dates back to before the Boer War. As Dutch and British settlements reached farther into the interior, the indigenous wildlife of the country was threatened with extinction. Farmers were shooting the carnivora to protect their cattle, and slaughtering the antelope, giraffe and other wild game for food and skins. Finally, in 1898, President "Oom Paul" Kruger proclaimed the area around the Sabi River in the Transvaal Republic—a rich game district—as an animal preserve.

The real father of the Park, however, is an Englishman, Colonel J. Stevenson-Hamilton, who came to South Africa during the Boer War. After the war, in 1902, he was offered the job of Warden of the Sabi Reserve for six months. He stayed for forty-two years.

Stevenson-Hamilton wanted to make the reserve a Garden of Eden, untouched by civilization, yet accessible to a public which would appreciate nature and learn from it. More and more territory was acquired, roads and camps were built. Finally, in 1926, the Sabi Reserve became the Kruger National Park and the Union of South Africa's number one tourist attraction.

From June to September—the South African winter—the entire Park is free of malarial mosquitoes—and open to the public. During the rest of the year all but the southern section has to be closed. A thousand cars have gone through its gates on a single Sunday. People from Johannesburg drive 270 miles to the reserve for a weekend of "hunting."

One of Colonel Stevenson-Hamilton's ideas was to keep the rest camps in harmony with the surrounding veld. The curious rondavels, (adaptations of the one-room circular native huts of the district) in which visitors spend the night, are equipped with only the barest necessities—kerosene storm lanterns, army cots, a chair or two. Most people cook their own meals on open-air hearths.

When one passes through the Park's gates for the first time, one feels as though the clock had been suddenly put back hundreds of years. Within an hour on my first trip we saw the wildebeest—which looks like a cross between a buffalo, a pony and a moose—the equally prehistoric-looking wart hog, the pompous secretary bird, quarrelsome families of baboons, and vultures sitting moodily on treetops. Then, in the road ahead, giraffes appeared. At sight of the car, they loped off into the bush—but not far. They are incurably inquisitive. You park and wait. Soon, over the top of a tree, a mottled head pokes out, fixes you with an unblinking stare. "Seems as though something a thousand years old was looking at you," our driver commented.

The coming of darkness in the Park is an experience. As the shadows of the tortured trees with their crazy trunks and gnarled branches lengthen, the animals become noticeably more nervous and careful of their movements. A perceptible hush, which everyone who knows the veld has noticed, settles over the country. Even the birds are quiet. There is tension in the air.

Late one afternoon we were driving back to camp when two impala — the small, exquisitely graceful antelopes that outrun and outjump almost everything in the animal kingdom—crossed the road in front of us and ambled into a small clearing, grazing peacefully. Suddenly from a thicket at the edge of the clearing came that unforgettable sound—the deep, coughing growl of a lion about to kill. One buck streaked back across the road, not ten feet from the car. The other made for the bush, but a tawny shape was at his heels and then, with a tremendous bound, on his back—just as the long grass hid them from view. There was a

thud as the lion pinned his victim down, a quick flurry in the grass, and it was over. Nearby, some hyenas, sensing a kill, yelped. Then all was silent. Drama in the Park is violent and quick.

After many years of experience and study, Stevenson-Hamilton came to the conclusion that the Park runs most smoothly when the animals are left alone. Very little correction of nature's system of checks and balances is necessary. However, rogue elephants, always dangerous, are shot, and lions injured in fights with their fellows are tracked down and killed, since, incapable of hunting fast game, they go for easier prey and may become man-killers.

The various species of beasts in the Park remain in almost unchanging proportion to each other. And, though none of the Park is fenced in, very few animals wander out. All through the reserve they look sleek and well fed, quite different from creatures in the average zoo.

"It's extraordinary what nature will do," a veteran Ranger said, "if left alone."

Kruger Park proved that. It affords enjoyment to thousands of people every year.* It is a monument to a man of imagination.

*Reprinted from *Maclean's* as condensed in the *Reader's Digest.*

DELINQUENCY ~ *Many Sided Failure*

Arthur M. Williams

ARE THERE THREE principal causes of juvenile delinquency? The recreation worker emphasizes the recreation factors in delinquency prevention; the housing worker, bad housing conditions; others, the home and family situation, the influence of the school, the church. Available evidence supports the position that all these, and others, do enter the total picture.

For example, figures have been presented showing that the growth of delinquency follows the growth of national prosperity—that youth delinquency increases when youths have more spending money in their pockets. Many feel that the nationwide publicity given to delinquency in the press, in the movies, and on the radio has, in itself, glamorized delinquency. How can one say which are the three most important of all the many factors present?

The family and the home are being blamed increasingly. The "delinquent parent" has replaced the "delinquent youth" in lay and professional pronouncements on delinquency. It is clear that the center of the life of the child is, and must always be, the home. Parents must meet adequately the child's need for security and affection which only they can provide. But are parents always to blame when this is not done? Can all parents do this when they must live on substandard incomes, and bring up their children in neighborhoods and communities with poor schools and inadequate recreation opportunities? The school, the community, and the church must supplement the home and work with it, and the family must have an opportunity to maintain a decent standard of living.

The school and the community receive their share of the blame. It is obvious that the essentials of full living, which the family cannot provide under modern home life limitations, must be provided by the community. Good housing, education, and recreation are the modern social necessities. Society can neglect them only at the greater expense of poor health, anti-social behavior and other costly outcomes.

The church is not without its responsibilities. A child or youth who not only attends church and religious education centers but who has a positive religious way of life, a dynamic spiritual guide, is not the potentially delinquent child or youth. But the church cannot successfully meet its responsibilities single handed. It cannot isolate itself from the influence of the home and community. Destructive community forces and the absence of a spiritual atmosphere in the home can well undo the best efforts of the church itself. It must support the community in its efforts to correct unwholesome environmental conditions. It must draw upon community resources to strengthen its own efforts.

Is not delinquency, after all, aggressive conduct on the part of youth against parents, community, church, and school because of the many ways all of us have failed them? The causes of delinquency are many. Are they not all important?

Reprinted from *Institute of Social Order Bulletin.*

About Boys

After a male baby has grown out of long clothes and triangles and has acquired pants, freckles, and so much dirt that relatives do not dare to kiss it between meals, it becomes a boy. A boy is nature's answer to that false belief that there is no such thing as perpetual motion. A boy can swim like a fish, run like a deer, climb like a squirrel, balk like a mule, bellow like a bull, eat like a pig, or act like a jackass, according to climatic conditions.

He is a piece of skin stretched over an appetite; a noise covered with smudges. He is called a tornado because he comes at the most unexpected times, hits the most unexpected places, and leaves everything a wreck behind him.

He is a growing animal of superlative promise, to be fed, watered, and kept warm, a joy forever, a periodic nuisance, the problem of our times, the hope of a nation.

Every boy born is evidence that God is not yet discouraged of man.

Were it not for boys, newspapers would go unread and a thousand picture shows would go bankrupt. Boys are useful in running errands. A boy can easily do the family errands with the aid of five or six adults. The zest with which a boy does an errand is equalled only by the speed of a turtle on a July day.

The boy is a natural spectator. He watches parades, fires, fights, ball games, automobiles, boats, and airplanes with equal fervor, but will not watch the clock.

The man who invents a clock that will stand on its head and sing a song when it strikes will win the undying gratitude of millions of families whose boys are forever coming to dinner about supper time.

Boys faithfully imitate their dads in spite of all efforts to teach them good manners. A boy, if not washed too often, and if kept in a cool, quiet place after each accident, will survive broken bones, hornets, swimming holes, fights, and nine helpings of pie.

This description of the male adolescent is modern folklore. Reprinted by permission of The Rotarian.

1949

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Study of high school youth reveals surprising facts . . .

How Do Young People Use Their Leisure Time?

Edward B. Olds

An answer to this question is of considerable significance for a variety of purposes. Educators know all about what is done by youth during school hours, but have little information as to what activities occupy their time during the sixty some leisure hours of each week. If learning comes largely through doing, the activities of youths during out-of-school hours may have a profound effect, much greater than formal classroom activities. Recreation leaders and agencies planning recreation programs for youths need to know how completely their time is now occupied with constructive activities. If young people are already well-occupied during after-school hours, there is little need for developing further leisure-time activities. Parents also need to know how, on the average, the time of young people is utilized, so as to know in what way their own children are unusual. Promoters of specific activities utilized by youth need facts on how much use is actually made of these activities. For example, data on the relative amount of time spent by youth in reading, listening to the radio, and going to movies indicates the quantitative importance of these media in attracting their interest.

What the British or French youth does with his time is likely to be quite different from what the American middle class youth does in a particular community. There are undoubtedly large differences between income groups, between sections of the United States, between age groups, sexes, and so forth. The study reported here was limited to youth in a white, middle class suburb of St. Louis in the last three years of high school. The time period covered was the week ending February 16, 1947. The findings may be indicative of approximately how young people use their time in other localities, as well as suggestive of one method for economically undertaking similar studies at other times and in other communities.

University City, whose high school youth were included in this study, had a population of 34,010 in 1940. It is located immediately west of St. Louis at a distance of six and a half miles from the business center. The average years of schooling achieved by the adult population were reported by the 1940 census as 10.7 years. In contrast, the corresponding figure for St. Louis was 8.2 years. The average monthly contract or estimated rent of all homes was reported as $55.90 in University City as compared to $23.40 in St. Louis. Occupationally, a high proportion of the employed persons in University City were engaged in professional, semi-professional, or managerial capacities (36.6 per cent) as compared to 14.6 per cent in St. Louis. University City has family incomes, residential facilities, and educational and cultural backgrounds considerably higher than the average American city.

In order to obtain a large enough number of returns in this survey to make possible the determination of differences between age and sex groups, and still stay within the available financial resources, it was decided to administer questionnaires, through home-room sessions, to all young people attending the high school on a given day. Since the University City Board of Education was one of the sponsors of the survey, no difficulty was met in obtaining the cooperation of school authorities in this project. The survey was looked upon as an aid in determining what recreation programs or facilities should be planned for by schools, or other groups, to counteract the development of secret sorority and fraternity organizations. The cooperation of the boys and girls was obtained by having officers of the student body represented on the committee which planned the survey. They helped pre-test the questionnaire by trying out

first drafts on their friends. In giving out the questionnaires, it was explained that the information supplied would be helpful in obtaining more recreation opportunities for local youth.

The editing and coding of the questionnaires was facilitated by the assistance of volunteers from the Mothers' Club. Representatives of the club participated in the planning of the survey, along with the student and faculty representatives. The editing and coding work was done on bridge tables in the home of one of the mothers during a period of one week. Supervision of this work, as well as the recruiting of volunteers, was done by the chairman of the Mothers' Club.

Analysis of the questionnaires was directed by the Research Bureau of the Social Planning Council of St. Louis and St. Louis County, which conceived the original plan for the survey. This organization, financed by the Community Chest, functions as the local planning and coordinating body for the public and private health, welfare, and recreation agencies of greater St. Louis. It was interested in the survey as an experiment in measuring the utilization of recreation services and in the compilation of basic data for recreation planning. A committee with representatives of several recreation agencies had tested experimental drafts of the questionnaire. The funds for the key punching, tabulation, and publication of the final report were supplied by the Council, as well as the overall direction of the survey. The direct costs, exclusive of staff service, amounted to approximately five hundred dollars.

On the day the questionnaires were administered, February 18, 1947, there were 883 students in attendance at University City High School. Questionnaires were filled out by 854 students. Only fourteen questionnaires had to be discarded because of obvious imperfections. This left 840 questionnaires on which the analysis was based, broken down by sex and year in school as follows:

TABLE 1

Number of Youth Participating in Survey According to Sex and School Year

	Boys	Girls	Total
Sophomores	151	131	282
Juniors	151	153	304
Seniors	130	115	245
Year not reported	5	4	9
Total	437	403	840

The students were first asked to think back over what they had done during the preceding week and estimate how much time they had devoted to each of the following twelve activities:

1. Classes outside of school in dancing, art, dramatics, and so on (except music or Sunday school classes).
2. Meetings after school hours of organizations sponsored by the school.
3. Meetings of organizations *not* sponsored by the school (include sorority or fraternity meetings, but exclude Scout or church meetings.)
4. Scout meetings or activities.
5. Meetings of church or other religious groups (include Sunday school classes, but exclude choir).
6. Engaging in *supervised* sports and athletics after school hours (school teams, church teams, leagues, and the like).
7. Engaging in *unsupervised* sports and athletics after school hours (sand lot, back yard, and so forth).
8. Watching sports and athletic contests.
9. Attending concerts, plays or lectures (exclude church events).
10. Movies.
11. Dancing or parties—supervised or chaperoned (exclude dancing classes).
12. Dancing or parties—unsupervised or unchaperoned.

OTHERS: .....

For another group of nine activities, the students were asked to indicate separately the time spent on each activity "at home" and "elsewhere."

13. Music (lessons outside of school, practicing, band, choir, and so on).
14. Playing games (checkers, cards, ping pong, and so forth).
15. Making things (hobbies, crafts, and the like). List each hobby or craft below.
16. Radio listening (count only time not elsewhere classified).
17. Reading (other than studying for school).
18. Studying outside of school.
19. Regular or odd jobs to earn money, or helping with housework.
20. "Loafing" or "messing around" with friends (visiting, "killing time," "passing the time of day").
21. "Loafing" or "messing around" alone.

OTHERS: .....

They were then asked to add up the figures, and if they totalled more than sixty hours (the estimated time available after deducting sleep, school, eating, walking to and from school) to revise the figures. They were also asked to indicate with a "one," "two," or "three" those activities in which they would like to engage more (a) if they had more time (on the left side of the sheet); (b) if there were more or better facilities (on the right side of the sheet).

Other questions followed concerning summer camp experience, relative interest in different types of specific recreation facilities, and suggestions for making the city a better place in which to live. Names and addresses of organizations to which they belonged were called for on the last page, as well as classifying information such as age, sex, year in school, and religion. The approximate

house number and street name of the youth's home address were also requested so that responses could be spotted on a map. The neighborhood allocation made possible the comparison of differences between youth in contrasting socio-economic strata. The accompanying map shows the distribution of youth according to residence.

The following table shows the per cent of youth who reported spending half an hour or more on each specified activity, as well as the average number of hours spent per youth reporting:

TABLE 2

Per Cent of Youth Engaging in Each Activity and Average Number of Hours per Week, per Youth Engaging in Each Activity, by Sex

Activity	Per cent engaging in each activity		Average number of hours per youth engaging in each activity	
	Boys	Girls	Boys	Girls
Studying	87	94	8.4	8.4
Radio listening	92	93	7.1	8.2
Loafing with friends	85	90	7.2	6.2
Jobs and housework	73	86	8.2	6.5
Reading	82	91	3.9	3.9
Movies	67	72	4.1	4.2
Musical activities	23	43	6.5	5.5
Games	66	60	3.3	2.3
Watching sports	68	47	3.3	2.6
Hobbies	33	42	4.9	4.1
Loafing alone	43	61	2.8	3.3
Unsupervised sports	57	27	4.1	2.6
Religious activities	43	58	2.6	3.0
Chaperoned parties	24	42	3.9	4.4
Parties, unchaperoned	29	37	4.0	4.3
Club activities	40	52	2.7	2.6
Supervised sports	40	27	3.9	2.4
Concerts, plays and lectures	27	38	2.0	2.2
School activities	29	32	2.0	1.9
Scout activities	15	5	3.5	3.0
Classes	5	14	2.0	2.2

(Note: The activities in the above table are ranked according to the total time spent on them by both boys and girls.)

A higher proportion of boys than girls reported spending time on the following activities: watching sports, supervised and unsupervised sports, and games. The average amount of time per youth reporting was forty-eight per cent greater for boys than girls for these four activities.

A higher proportion of girls than boys reported spending time on the following activities: studying, reading, movies, religious activities, unchaperoned parties, club activities, school activities, and concerts, plays and lectures. On these activities boys and girls averaged about the same amount of time.

On the following activities a larger proportion of girls than boys participated, but the average time spent per activity was greater on the part of boys than of girls: loafing with friends, jobs and housework, hobbies, and musical activities. Girls exceeded boys in the proportion reporting, and the average time spent, on loafing alone and on chaperoned parties.

Without more information about the specific activities engaged in, it is difficult to generalize about the relative "worthwhileness" of activities. However, questions might be raised about the three hours spent per week, reported by about half of the young people, on loafing alone. Loafing with friends, on which about eighty-seven per cent spent 6.7 hours each, might be construed to have certain social values. However, organized clubs, classes, or hobbies might be considered a better use of time. Approximately 610 hours per hundred boys were spent loafing with friends, and 150 hours loafing alone. Radio listening consumed another 652 hours. In comparison, Scouting involved only fifty-three hours per hundred boys; musical activities, 150 hours; concerts and the like, fifty-four hours; school activities, fifty-eight hours; hobbies, 159 hours; club activities, 108 hours; religious activities, 112 hours. All of the above activities combined accounted for only 694 hours for the hundred boys, as compared to the 760 hours spent loafing, and the 652 hours spent radio listening.

Some indication of the much greater time spent on "loafing" in areas with poorer home environments is provided by data tabulated separately for the working class section of University City. The boys from this section reported spending 956 hours per hundred boys on loafing with friends, as compared with the average of 610 hours for the city as a whole. Club activities, on the other hand, accounted for only thirty-one hours as compared to 108 hours for the city as a whole. Less than half as much time was spent on hobbies in this section than in the city as a whole, and more time was spent on jobs or housework (1,038 hours per hundred boys as compared to 600 hours for the entire city). Movies accounted for twice as much time in this section as in the city as a whole (525 hours as compared to 275 hours).

Space was provided on the questionnaire for writing in the names of other activities which could not be included under the twenty-one listed categories. The following appeared among the added items:

Name of Activity	Number Reporting Boys	Girls
Listening to records or selecting and arranging phonograph records	3	18
Talking on telephone	3	17
Driving motor vehicles	14	6
Shopping, house hunting	5	17
Skating	5	9
Social gatherings	..	4
Horseback riding	1	4
Pool, billiards, bowling	19	2
Outside work for fraternity	1	3
Dates with opposite sex	11	5
Letter writing	4	13
Swimming	2	4
Hiking or picnicking	2	10
Trips to zoo, art museum, or historical points of interest	..	3
Hunting, fishing, shooting	5	1
Visiting with relatives, friends of family, and so forth	3	3
Riding around in street cars or buses (other than going to school)	3	2
Participating in dramatics	3	1
Soliciting money for charity	..	1
Ads for Dials	..	1
Library	..	2
Volunteer clerical work	..	1
Total	84	127

One of the most interesting aspects of this study was the preference registered by the youth for activities. They were asked to write their first, second or third choice to the left of those activities in which they would engage more if there were more time. On the right side of the questionnaire they were asked to write their first, second or third choice next to the activities in which they would participate more if there were more facilities. The following table shows their choices:

TABLE 3

Comparative Preferences for Engaging More in Each Activity

Activity	Engage in activity more if there were more: Time Boys	Time Girls	Facilities Boys	Facilities Girls
Supervised sports	66	45	40	31
Unsupervised sports	60	17	47	33
Concerts, plays and lectures	24	50	32	51
Watching sports	39	21	31	30
Hobbies	33	37	24	15
Reading	28	65	3	6
Chaperoned parties	15	26	25	25
Musical activities	19	43	7	8
Unchaperoned parties	26	31	8	12
Movies	19	31	8	12
Games	17	15	26	15
Classes	6	27	8	31
Loafing with friends	20	23	8	9
School activities	17	18	8	10
Jobs or housework	18	7	17	11
Club activities	12	16	11	13
Radio listening	15	12	5	5
Religious activities	7	10	4	9
Scout activities	11	3	3	5
Studying	6	9	2	2
Loafing alone	1	2	1	1

The activities in the above table have been placed in order according to the total of the four columns, a rough composite of preferences expressed by boys and girls. It can be seen that there is a general relationship between the ratings given by the youth in terms of "if there were more time" and "if there were more facilities." An exceptional activity was "reading," which received a higher score than any other activity from the girls. Both boys and girls indicated a low preference for more reading if there were more facilities. In view of the adequate home, school and public library facilities in University City this score seems quite plausible. Musical activities seemed to be another activity for which the youth felt there were sufficient facilities, but they would like to engage in them more if they had more time. Girls indicated a need for more facilities for unsupervised sports while boys indicated a need for more facilities for chaperoned parties. Evidently, the youth thought more facilities for movies were not needed so much as more time to devote to movies.

There are a number of significant differences between boys and girls and their preferences for activities, which show up in the above table. Sports are preferred more by boys, while concerts, plays and lectures are preferred more by girls. Reading is preferred much more strongly by girls than boys. Girls prefer chaperoned to unchaperoned parties, while the reverse is true for boys. Strangely enough, boys feel that more facilities for chaperoned parties are more important than more facilities for unchaperoned parties, even though they prefer engaging in the unchaperoned parties on the basis of "if there were more time." Musical activities, movies and classes are preferred more by girls than by boys.

One of the astounding observations to be drawn from the above table is that more radio listening ranks close to the bottom of the list in popularity, although it occupied the time of a higher proportion of the youth than any other activity except study. Apparently, the radio is used as a leisure-time occupation for the lack of anything better to do. It is not surprising that studying and loafing alone fall at the bottom of the list.

Evidently more religious, Scout, club, or school activities are not high in the importance attached to them by youth. However, it is possible that the low standing of these activities results from the votes being scattered among separate activities. If several sports had been listed, the standing of

any single sport would probably be lower than the standing of sports not differentiated by type.

A surprising fact, discernible from the above table, is that playing games is nearly as important in the eyes of youth as going to movies. Interest is expressed by the boys in more facilities for playing games. Both chaperoned and unchaperoned parties surpass movies in interest-gathering power.

Both boys and girls show a great deal of interest in spending more time on hobbies, this ranking next to sports among the boys, and next to musical activities among the girls. There is not as much interest in more facilities for hobbies as in more time for hobbies. Since most homes in University City have facilities for engaging in hobbies, this reaction seems understandable.

Girls showed a great deal of interest in classes outside of school in dancing, art, dramatics, and so forth, while boys showed comparatively little interest in classes. The girls wanted to spend time on concerts, plays and lectures, only next after their interest in reading. Their responses showed that they wanted more facilities as well as more time. The high cultural standards in University City can easily explain the interest in concerts and the lack of interest in radio. A similar survey in a more culturally handicapped community would undoubtedly show a greater interest in radio and movies, and less interest in concerts, plays and lectures.

Qualitatively, some highly useful material was received in response to the following question: "What concrete suggestions have you for making University City a better place in which to live?" More than a third of the youths contributed a suggestion covering the following topics with amazing thoroughness: parks, playgrounds, swimming pools, recreation centers, teen towns, cultural activities, transportation and streets, sanitation, police and laws. The original suggestions were classified and listed in their entirety in the survey report. The discussion of the specific suggestions helped to arouse interest in a way that could not have been done by a mere statistical summarization.

Each person was asked to list the name and address of each youth organization to which he belonged, such as Scouts, Y's, clubs, sororities, fraternities, church, library or the like. The chief types of organizational affiliations which were reported were religious groups and sororities or fraternities. Forty per cent reported membership in one, or more, religious group. Thirty per cent reported membership in a sorority or fraternity. No organizational affiliations were reported by twenty-two per cent. The following table shows the types of organizational affiliations:

TABLE 4
Type of Organizational Affiliations of University City High School Students

Type of Organization	Total	Boys	Girls
Libraries	126	47	79
School clubs and councils	65	21	44
Jewish national program groups	22	2	20
YMCA and YWCA	93	45	48
YMHA and YWHA	33	20	13
Boy and Girl Scouts	73	62	11
Other Community Chest agencies	8	4	4
Music organizations	5	3	2
Religious bodies (choirs, Sunday schools, youth associations, churches, and so forth)	360	158	202
Masonic junior organizations	35	19	16
Hobby clubs	19	18	1
Game clubs	20	11	9
Skating and riding clubs	6	2	4
Sports groups	8	3	5
Country clubs and Missouri Athletic Club	4	4	0
Social groups other than sororities and fraternities	23	3	20
Sororities and fraternities	279	114	165
Miscellaneous	14	5	0

(Note: These figures do not add up to the total of young people included in this survey because some youths reported several organizational affiliations.)

This survey suggests the need for more investigations to determine differences in the way youth use their leisure time, on the basis of such factors as: proximity to recreation facilities, economic and cultural level, season of the year, size of community, region of the country, and age of youth. There also needs to be an investigation of the validity of estimates made by the youth at the close of the week for which the estimate is sought. More detailed studies, based upon depth interviews with samples of youth, are needed to determine more specific information regarding the types of activities wanted. An evaluation of the different types of activities, from the standpoint of the constructive, neutral, or destructive elements which are judged to be present, is also needed.

Parents, teachers, club leaders and the like could well be asked to rate the different activity choices of youth to determine the consensus of opinion as to their relative value. Such research should provide a helpful guide to planning extra-curricular activities for youth based upon what they want, as well as what adults consider they want or think is good for them.

An interesting by-product of the survey was a page of pictures in the rotogravure section of the *Saint Louis Post-Dispatch,* published on the anniversary of the survey. Considerable interest in providing more recreation facilities was stimulated through the survey. During the summer of 1947, free swimming and tennis lessons were offered, and two arts and crafts shops opened. Later, three school gymnasiums were opened for use on Saturday mornings. A snack bar was installed in the high school cafeteria and six all-weather tennis courts have been included in plans for an athletic field, which will be constructed soon. A full-time director of recreation has been appointed recently by the University City Board of Park Commissioners. While these results are not great, and cannot be attributed solely to the survey, they do indicate how a significant piece of research in the leisure-time activity of youth can be of assistance to an active program.

Federal Recreation Services

Where to address inquiries for specific information

The Federal Inter-Agency Committee on Recreation is organized for the purpose of coordinating activities in the field of recreation of the Federal Agencies belonging to the Committee. The Committee announces that inquiries for specific information regarding the recreation facilities and services of the Federal Government should be addressed directly to the agencies concerned at Washington, D. C., or to any of their field offices. The following is a list of the member-agencies, together with a brief statement of the type of recreation facilities or services with which each agency is concerned:

Corps of Engineers, Department of the Army—Recreation in Navigation and Flood Control Project Areas under jurisdiction of Corps of Engineers.

National Park Service, Department of the Interior—Administration of national parks, monuments, historic sites and other areas which comprise the National Park System, and reservoir recreation areas of national significance; development of recreation facilities at Bureau of Reclamation reservoir sites of less than national significance and their interim management pending transfer to state or local agencies; cooperation with other Federal and state agencies in planning for park, parkway and recreational-areas programs.

Fish and Wildlife Service, Department of the Interior—Recreation in National Wildlife Refuges and Federal Fish Culture Stations.

Extension Service, Department of Agriculture—Inquiries on rural community recreation should be addressed to the State Agriculture College of one's own state, or to the Extension Service of the United States Department of Agriculture.

Forest Service, Department of Agriculture—Recreation in the national forests.

Office of Education, Federal Security Agency—School and community recreation; outdoor recreation and camping.

Children's Bureau, Federal Security Agency—The Children's Bureau is concerned with the provision of adequate leisure-time services to families and neighborhoods in both rural and urban areas. This includes standards of group work, recreation and organized camping, which will insure community programs to meet the needs of all groups.

Public Housing Administration, Housing and Home Finance Agency—Recreation, in connection with public housing projects, for adults and children.

General inquiries concerning recreation matters not believed to fall within the field of responsibility of any agency or agencies may be addressed directly to the Federal Inter-Agency Committee on Recreation, Room 5138, Interior Building, Washington 25, D. C. The committee office will refer the inquiry to the proper sources when known, or see to it that the information is obtained and sent forward.

Substitute Mothers

TLC IS THE painless wonder drug prescribed for all young patients of Bellevue Hospital, regardless of their ailments. Although not a new discovery, it was on February 17, 1947 that TLC—Tender, Loving Care in any man's language—was formally introduced as an integral part of a New York hospital's medical program. Since then, women have been coming in droves to Bellevue to volunteer their services as "substitute mothers," offering the children the affection and companionship ordinarily deprived them when they have to become hospital patients.

Prospective "mothers" are not arbitrarily selected; they must first take a two-week course consisting of six lectures, three practical observation periods and an orientation period. These are designed to help the hospital, and themselves, find out if they are really qualified and sincerely interested in their undertaking, and not merely motivated by the glamor of the idea or some personal frustration. In addition, the volunteers meet once a week for discussion and are taught to read medical charts so that they are capable of deciding upon the activities best suited to the physical and mental condition of their children. After they have been accepted by their leader, Mrs. Henry Alexander, who also is a volunteer, and the hospital staff, their service schedule is arranged to suit their convenience. Volunteers may elect to be present at the children's ten to twelve a.m., two to four p.m. or five to seven p.m. play periods and also spend some extra time in helping to create a puppet for a special show, add some curls to a bald-headed doll, and to contribute in other ways to maintaining play equipment in good condition.

The mothers not only love the children with whom they work, but also learn to understand the interests of all age groups. They work with doctors, nurses, psychiatrists, social workers. A trained recreation director formerly paid by the Social Service Auxiliary of Bellevue Hospital is now dependent on voluntary contributions to the Children's Committee of Bellevue. Volunteers come from all walks of life—some are college students majoring in recreational therapy; some are housewives; others are socialites or business women. They differ in age, too, but never in their prime goal—caring for the unfortunate youngsters whose lives have been disrupted by some disease or affliction.

In one Bellevue ward, you'll find youngsters suffering from Pott's disease, forced to lie outstretched in bed in one position. Some of the children will be listening to the story of Peter Rabbit, told by one of the substitute mothers. A few little girls will be playing with their dolls, sharing their enthusiasm with a volunteer.

In another ward, there's the buzz of activity as youngsters who are able to leave their beds for a while gather about a table to play a game, draw or paint, build a house of blocks. Some prefer group activity; others like to "seesaw" or play house with a special friend; still others choose to pull a walking duck back and forth across the room, pausing only to have their substitute mother flatter their toy or to "look how my duck waddles."

No one in any ward is neglected. Substitute mothers comfort and play with all of Bellevue's children between infancy and twelve years of age. They are not permitted to visit quarantined cases, but make certain that games and other amusements are also provided for these boys and girls.

Requests of hospitalized youngsters for playthings vary greatly, a familiar situation wherever there are large groups of children. One child may ask for a weaving set, another for a microscope.

One little girl has never smiled. She has learned to play with others occasionally, and listens to stories.

One girl, upon admittance, wanted a Bible more than anything else—a wish that was granted as quickly as possible.

But most of the children do enjoy the books, puzzles, cards, jewelry sets, radios, phonographs, records and candy which thoughtful people send them from time to time. One ward even boasts its own organ. Arnold Constable's, one of the Fifth Avenue department stores, each month sends a carload of toys to Bellevue, and the Madison Square Boys' Club makes major repairs on all broken tricycles, scooters, baby carriages and the like. The New York Plant and Flower Guild sends flowers. A few Hollywood celebrities have sent huge decorative cakes which they, in turn, have received in honor of their visits to New York.

Not so long ago, a native of India weekly visited the various wards bringing, each time, large baskets of fruit and entertaining everyone with amazing stories. Last Easter, someone sent a giant-sized chocolate bunny, and smaller baskets filled with good things to eat. Of course, Christmas also means some extra special surprises along with a party and all the trimmings. Exciting programs are planned for almost every holiday, and unexpected visits from stage, screen and radio stars help, too. There is soon to be an outdoor garden where many of the children will be allotted small plots of ground for planting trees and vegetables, to remain under their personal supervision.

Emphasis at Bellevue is always upon making the wards as homelike as possible. Even the furnishings are conditioned by this desire. Tables and chairs are gaily decorated and scaled to little folk size. Drawings, pictures, plants and flowers placed about lend a more cheerful atmosphere. Hospital-like tin cups and plates are being put away in favor of colorful plastic dishes and miniature, easier-to-handle utensils. Gone, too, are the unattractive white hospital gowns. Now the children are clothed in gay dresses and bright suits they would wear for going to school. These outfits are supplied by the city and are washed and pressed in an unusual laundry especially built for children only. Substitute mothers wear comfortable rust-colored smocks, not unlike the housecoats that may be worn by mothers at home.

Children who must return to needy homes after dismissal from Bellevue are given clothing to take with them—a donation of the Heckscher Foundation for Children. To add further to their feeling of security, and to minimize the sudden change in conditions, children may also take home the toy to which they have become most attached during their hospitalization.

Children live and play in surroundings as homelike as possible. Gay dresses replace white hospital gowns.

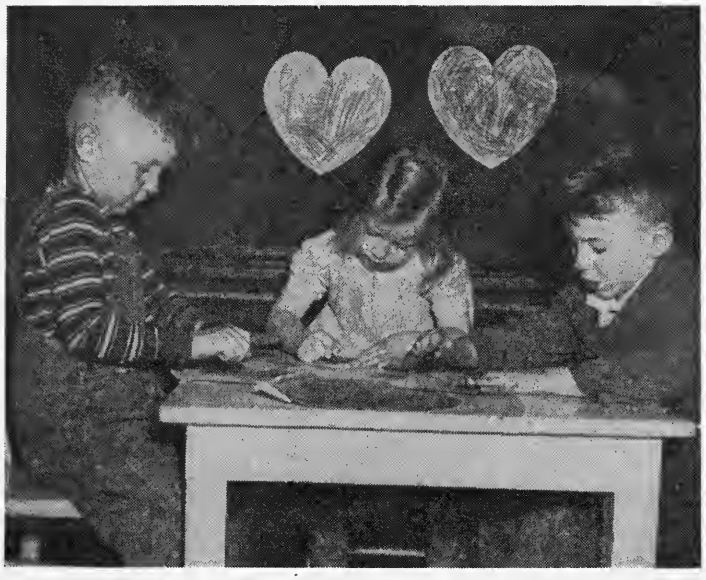
The problems of each child here are different, and it is up to the substitute mother to treat each as an individual, catering to his smallest needs and emotions. Where one child may have an extremely happy nature, another's need for attention and care may seem insatiable. There's a little blonde girl, about three years old, in one of the wards, who has never smiled. She plays with her toys, joins the other children on a few occasions, listens to the music and stories, but nothing and no one can ever bring a hint of a smile to her lips.

Substitute mothers have a very grave responsibility indeed, for not only do they plan the children's recreation program, but, in many cases, their future lives as well. There are a number of boys and girls who must spend a great part of their lives in the hospital. Therefore, it is the volunteers, in constant association with them, who help, to some degree, in molding their development into teen-agers, in teaching them skills and interests to be used later on, in showing them their way in life.

The "mothers" are doing wonderful work, as is evident in the happy faces of playful children who know that the arms of these women are always outstretched to cradle and comfort them.

Bellevue Hospital is showing much concern for the normal recreation development of these youngsters. The program, although still in the experimental stage, has accomplished much medically, spiritually and emotionally. It is to be hoped that city subsidization, which now is under consideration, will make it possible for this wonderful program to continue.

World at Play



Center for Displaced Teen-Agers—A pioneering project, first of its kind in Germany, was inaugurated recently when an adolescent center in the British Zone was opened for sixteen to eighteen-year-old displaced youths. The forty-room center, located in an old German cavalry school in the town of Verden, has long been a plan of the Unitarian Service Committee in cooperation with the Universalist Committee. Eventually the center will become the home of ninety displaced boys and forty girls. The boys will attend a trade school in the town, operated by the British Control Commission of Germany, which provides courses in tailoring, radio, carpentry, general mechanics, electrical work, cobbling, masonry and bricklaying. Facilities of a nearby agricultural school will be available to boys who are interested in farming. Since, however, no comparable training is provided for the DP girls, the center will develop and operate, within itself, its own program of sewing, care of babies, cooking and housework, in general.

School hours over, the center will provide a modern health program. Recreation and sports will be supervised by a trained worker and, in addition, there will be English instruction and discussions designed to orientate the boys and girls toward life in America or parts of the British Commonwealth to which they may emigrate.

More Books for More Children—Observance of the 1948 Children's Book Week was climaxed by the Boys' and Girls' Book Fair, November 19-22, at the American Museum of Natural History in New York City. Sponsored by the *New York Times,* the Children's Book Council and the Museum, this second annual Fair was a colorful and popular event attended by young people of all ages, their parents, teachers and librarians. The continuous entertainment included dancing and dramatic groups, puppet shows, community singing and folk dancing, and personal appearances of favorite authors and artists. Thousands of books were on display, including foreign language editions, with the original illustrations and photographs.

Guide for Leaders—The Department of Recreation of Martinsville, Virginia, was anxious to have a very successful summer program this year. Therefore, it compiled a guide for play leaders which offers suggestions for varied and entertaining programs; qualifications of a good leader; recommendations on the care and equipment of buildings and grounds, registration, general conduct on the playgrounds, public relations, publicity and the like. Stressed throughout the guide is the underlying theme that a leader must not only be responsible, friendly, creative, imaginative and capable, but that a *good* leader must also have a firm conviction as to the importance of his job, a desire and capacity for work, definite goals and plans, kindness, a keen sense of justice, and a ready smile.

Festival Time Soon—It's almost time to start planning for the National Folk Festival. The fifteenth annual singing and dancing frolic will again be held April 6, 7, 8, 9 in St. Louis, under the sponsorship of the Associated Retailers.

A Try On The Ski Trail*

Frank Elkins

OUR DESK IS "snowed" under with correspondence describing the vast program of improvements and expansion in the Northlands and a load of inquiries from beginners, especially, who want to know "everything that should be known in the sport of skiing." Many thousands will be taking to this health-building activity for the first time this winter.

Basically, all skiing techniques—those which have proved their value over the years and those new on the market—have one idea: to show you how to control your skis and thus to enjoy the sport at its maximum.

Remember, though, beginners should obtain good instruction. The comparatively small cost of such lessons will repay you a thousand times in the long run.

A Few Tips

The first thing a beginner should know is how to walk on skis. When walking, you are actually gliding, for at no time will you lift the ski from the snow. Take longer steps or glides than you ordinarily do, and use your poles. Here's how. Take a long step forward with your left ski, placing the right pole in the snow opposite the left boot and use it to push yourself forward as you advance the right ski. Reverse the procedure, but always remember to keep the skis parallel and as close together as possible. That's all there is to it.

For directly reversing while standing still, either on the level or on a hillside, the kick turn is considered the best method. With skis together, place the left pole at the tip of the left ski and the right pole at the rear of the right ski. Then, using the poles to balance yourself, raise your right ski into the air so that the rear end of the ski rests in the snow alongside the front of the left ski. Quickly turn your right foot outward and bring the ski down so that it is parallel with the left ski, the point facing to the rear. At the same time, bring the left ski around to complete the turn. Reverse the procedure to turn to the left.

Four Ways of Climbing

To come down a hill, we must learn first to go up. There are four common methods of climbing:

1. Straight climbing in the direction desired. By using the poles, you can climb gradual slopes; with proper wax or with climbing devices, somewhat steeper slopes.

2. Switch-back or zig-zagging (traversing) up a steeper slope. Climb as steeply as possible *across* the face of the hill, execute a kick turn and zag back.

3. Use herringbone for fairly steep slopes. Place each ski at an angle in the snow (turned out) and, as you ascend, you'll leave a herringbone pattern behind you. This is quick and efficient, but quite tiring.

4. Sidestepping is used for the steepest slopes, or for short, steep or obstructed bits of terrain. Standing with skis parallel and at right angles to the slope, take a side step upward with the uphill ski, using the downhill pole for support. Then, shifting your weight to the uphill ski, bring the downhill ski alongside and repeat the process.

After mastering these fundamentals and having the "feel" of your skis, you are now ready for the fun of skiing—downhill running. Remember this cardinal principle: the whole science of skiing begins and ends with the knees and the ankles. Your knees act as a spring to absorb terrain shocks under the skis. They should always be relaxed and springy. Also, stand straight on the slope; do not lean into it as is the natural tendency.

From here on, into the snowplow, the stem turn, jump turn, and the like, your best guide will be instruction and, of course, experience.

Learn the Fundamentals

The importance of learning to ski through the proper channels cannot be stressed too much. Don't try to be a champion overnight. Start on practice slopes. Then, when you have improved sufficiently, attempt the steeper hills. But be sure that you have learned the fundamentals before trying advanced trails. Emphasis should be placed on the importance of being relaxed at all times. Never overdo your skiing. Stop when it becomes hard, tiresome work. No good ski instructor will try to make the sport a drudgery for his pupils. Never ski unless snow conditions are suitable. Remember —"ski safely."

For those who will take to the woods and hills to enjoy their snow-clad beauty during the winter, we remind you of the words of the late Fridtjof Nansen, great Norwegian diplomat and humanitarian: "He who wishes to become acquainted with Nature in her noblest form should learn to ski!"

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Walt Dawson

A Community Builds for Fun

This article is based on an interview with Mr. Kenneth Norrie, in charge of planning with the Country Homes Estate Community Civic Group, Spokane, Washington.

Residents of the Country Homes Estate, a wartime housing project, were not content with the little their community had to offer in the way of outdoor recreation, and began to demand that something be done about the problem. Located nine miles from Spokane, the community was somewhat isolated from the numerous city facilities; the people desired some of their own.

It was in the fall of 1947 that the men of the community banded together to solve the recreation problem. They organized the Community Civic Group, elected officers, and acquired a membership numbering 600—nearly one-half the total population of the two-square-mile area.

The group wasted little time in viewing its newly adopted plan, that of undertaking a project for the recreational benefit of the entire community. One member mentioned building a picnic ground, another a park, but each of these suggestions was voted out. The children's welfare was foremost in the thoughts of the members. This community was, for the most part, made up of young families with grade school children. Juvenile delinquency was not yet a problem, but why not build something to keep the children busy so as not to give delinquency a start? Besides—three main highways enclosed the community in a triangle; the speeding cars were a constant worry to the mothers of small children.

A motion to build a recreation playground, one which could be used by both children and adults, was carried by an overwhelming majority, and a committee was immediately selected to carry out the project.

Kenneth Norrie, a local college professor and an engineer by trade, was placed in charge of building, and was asked to draw up plans. A local chicken rancher made the first move when he donated a huge piece of land which was centrally located. As long as the land was used for a playground, the community could have it rent free.

Realizing that funds would be needed to start building, Mr. Norrie organized a group to do house-to-house soliciting for donations. The results of this were encouraging. Over half of the people gave to the plan, and ninety-five per cent of the donations were of five dollars or more.

Mr. Norrie then set to work with his planning committee in putting ideas down on paper. The final draft called for a softball field, a tennis court, and a basketball court, to be used jointly by adults and children; and for the youngsters alone, it was proposed to construct a slide, five swings, a horizontal ladder, three teeter-totters, a sandbox, a merry-go-round, and a wading pool. Also included in the plans were drinking fountains, lavatories, and an equipment room.

With this goal in mind, the planning committee enlisted the help of other members of the community, and all who could lend a hand joined in to begin construction. The first project was the building of an elongated picket fence, ten feet in height, to enclose the spacious field.

There was a shortage of experienced carpenters and plumbers in the area, but this did not worry the enthusiastic group. Members pooled their knowledge and each did what he could. Insisting that anyone could drive a nail, they went ahead to build forms for the wading pool with the determination of professional carpenters. Others joined in digging a 400-foot ditch for water pipes and sewage drains. Even with the generous contributions of many interested people, there was no money to spare for the hiring of professionals; and, for that reason, everything was constructed on a cooperative plan, pooling time, ideas and labor.

At the end of the field marked for the softball diamond, one group removed a rise in the ground near the middle of the proposed playing space, while another group cleared excess clumps of grass

which were prevalent in most of the area.

Even with the free labor and tools, however, financial difficulties were inevitable. The cost of materials for the water facilities and teeter-totters, metal supports for the swings and ladders, and backboards for the basketball hoops totalled above the granted sum. But the Spokane Athletic Round Table, a city sports organization, came to the rescue with a $250 donation to help defray the rising expenses. The Washington State College Agriculture Extension Department offered the Civic Group sufficient numbers of assorted trees to beautify the recreation grounds and to give it wind support, the trees having been added this summer.

The outstanding problems of the project have now been met, and the facilities for baseball, basketball and tennis are in use by the adults and the children; swings, slide, teeter-totters, and sandbox are available for the children. After working out on the diamond, local men entered a softball team in the country league and are using the playground as their home field. With this number of recreation facilities, a hundred people can be accommodated actively at any one time at the center. Sixteen hundred residents of the community are planning to make use of this completed project.

Even now the Civic Group has the maintenance problem of trying to provide management and care for the playground. Facilities were given over to the Y.M.C.A. for management last summer, since a full-time director was needed to keep the recreation plant in full swing.

To many of its donors the project already has meant financial returns. Real estate men have praised the community center and have estimated that, because of its existence, the price of each house in the area should bring in an additional two hundred fifty dollars. Members of the Civic Group are justly proud of their undertaking, and the rest of the community share with them in the fun provided for all.

A Settlement Award Certificate

Monte Melamed

The Grand Street Settlement Award Certificate, designed by the arts and crafts department of this New York settlement house, was adopted with the hope of eventually standardizing all departmental awards within the Settlement, and for the purpose of eliminating the *costly* and *ineffective* medals, plaques and pins awarded heretofore. Several hundred certificates can very readily be printed at an approximate cost of thirty-five dollars, which normally should be adequate for several seasons.

In addition to the great difference in cost, the Award Certificates provide the outstanding boys, girls, clubs or groups with an everlasting, memorable and tangible tie with the Grand Street Settlement—similar in principle to the honor rolls which are permanently displayed in the vestibules of high schools and colleges, or the Hall of Fame picture galleries of outstanding athletes of physical education departments.

Medals, plaques, pins and insignias, on the other hand, tarnish quickly, are frequently lost or misplaced, or very often do not lend themselves readily for display; while the Award Certificates, when properly framed or laminated, may be appropriately hung in the individual's home or room along with school diplomas or college sheepskins. I might add here that organizations wishing to spend a little more money would do well in laminating the certificates onto especially constructed plywood instead of using the ordinary framing process. Laminating not only enhances the appearance and richness of the certificate, but preserves it permanently and, at the same time, eliminates the danger of broken glass or frames when displayed in corridors or club rooms throughout the building.

At Grand Street we have adopted the policy of laminating the certificates and displaying them permanently throughout the corridors of the building, since clubs or groups receiving them are inevitably faced with the problem of "Who is going to hold the certificate?" This, however, is done with the understanding that clubs or groups leaving the Settlement, or disbanding or moving out of the neighborhood may, at any time, call for their Award Certificates. To date, however, all clubs and groups have unanimously voted for the request "to leave their certificates in the Grand Street Settlement forever."

(Mr. Melamed, who is Director of Activities at Grand Street Settlement, 283 Rivington Street, New York 2, writes us:

"I shall be happy to assist interested organizations in designing and setting up of similar certificates, giving them full particulars as regards printing costs, cuts, paper stock, laminating procedure and sources of supply."—Ed.)

Recreation News

Declaration of Rights

A SPECIAL CABLE recently sent to the *New York Times* from Paris, France, reports that the universal right to rest, leisure, reasonably limited working hours, and paid holidays was adopted as a part of the draft of the international declaration of human rights by the Social Committee of the United Nations General Assembly.

The text of the article, as adopted by a vote of twenty-five to four, is as follows: "Everyone has the right to rest and leisure, to reasonable limitations of working hours and to periodic holidays with pay."

A number of recreation executives throughout the United States had sent letters to the National Recreation Association commenting on recreation and leisure as a right, and giving suggestions as to the inclusion of some statement with reference to this subject in the UN's international declaration. The NRA forwarded a statement on this entire subject to the United Nations.

Park Executives' Golden Anniversary

THE FIFTIETH ANNIVERSARY convention of the American Institute of Park Executives at Boston, October 3-6, provided a happy occasion for a review of the growth of the park movement in America during the past fifty years, and "a look at the twenty-five years ahead." Theodore Wirth, a charter member of the Institute, and one of the outstanding park leaders of the country, gave an unusually interesting and informative historical review, and Will O. Doolittle, managing editor of *Parks and Recreation,* gave an eloquent interpretation of the human values in park service.

Many outstanding local, state and national park leaders gave their forecast of the problems and developments of the next quarter of a century. Charles E. Doell, President of the Institute for the past year, reviewed developments in the park field and the activities of the Institute during the year.

Meeting with the Institute were the American Association of Zoological Parks and Aquariums and the American Association of Botanical Gardens and Arboretums.

The following officers and new directors were elected for the current year: Robert E. Everly, Superintendent of Parks and Recreation in Glencoe, Illinois, President; James J. Curtain, Superintendent of Parks, Waterbury, Connecticut, Vice-President; Earl F. Elliot, Superintendent of Parks in Rockford, Illinois, Treasurer; P. B. Stroyan, Superintendent and Engineer, Park Department, a director; Raymond E. Hoyt, Regional Chief of Lands of the National Park Service, a director.

* * *

Statement from two of the convention addresses:

Theodore Wirth—"The Playground Association, later and currently the National Recreation Association, met first at the White House in 1906 at the invitation of that champion of the outdoors and the underprivileged life, President Theodore Roosevelt. Joseph Lee, Jane Addams, Jacob Riis, Dr. Luther Gulick, Sadie American and others were the national leaders in child welfare who attended this timely and effective meeting. In the forty-two years of its aggressive work, this Association, founded and supported by a philanthropic membership, has been largely responsible for the rapid development of parks and playgrounds in all parts of the country and for the acquisition of lands for those purposes."

President Charles E. Doell—"It is well for the Institute to bear in mind that the National Recreation Association has rendered valuable service to the recreation movement over a period of more than forty years. It is possible that a closer and more effective coordination of activities may be had with the NRA as well as with other organizations."

Ski School Caravan

A UNIQUE "neighborhood-to-mountain" program —the Ski School Caravans—has been recently introduced to the thousands of young ski enthusiasts in Seattle, Washington. Inaugurated by the *Post-Intelligencer* newspaper, the plan provides for the direct transportation of boys and girls from their own schools, to Stevens Pass and back again, at nominal cost. In addition, youngsters are being taught the fundamentals of skiing from experts, learning how to guard against accidents. Thus Seattle's winter playground is offering healthful outings for many who might ordinarily be denied the opportunity for such because of financial reasons.

A Last Wish

MRS. LARZ ANDERSON of Brookline, Massachusetts, has left her 100-acre estate in Brookline to the town for a public park for recreation purposes. She has also left funds amounting to nearly $7,000,000 to Brookline, one of the wealthiest residential cities in the United States, to be used for recreation.

Mrs. Anderson, who had direct knowledge of the National Recreation Association from Joseph Lee, had been an exceedingly active volunteer worker at the time of the First World War, keeping very close to the NRA staff person who was assigned to work in the clubhouse to which she particularly devoted herself. She was eager to be of every possible help and no task was too menial.

Election of Officers

AT THE American Recreation Society's tenth annual meeting, held during the thirtieth National Recreation Congress in Omaha, the following officers were elected:

V. K. Brown

President, V. K. Brown, Chicago, Illinois, formerly Superintendent of Chicago Park District; First Vice President, Harry Stoops, Sacramento, California, Associate Director, California Recreation Commission; Second Vice President, Charles K. Brightbill, Washington, D. C., Director of Recreation Service, Veterans Administration; Secretary, Wayne C. Sommer, Washington, D. C., Director of Camping, Y.M.C.A.; Treasurer, Charles Graves, Atlanta, Georgia, Recreation Planner.

Retiring president Harold D. Meyer presided over the meeting and, together with George Hjelte, was a principal speaker.

RECEIVES MERIT AWARD

Mrs. Martha Maitre, City Playgrounds Supervisor in Mobile, Alabama, has received a civic merit award for excellent work on the city playgrounds. The following presentation appeared in the *Mobile Press*:

Dear Mrs. Maitre:

I want to call the attention of Mobilians to the importance of the work you are doing as playgrounds supervisor. Your hard and devoted work in behalf of youth recreation is bringing joy to hundreds of our children.

This has been a busy and happy summer for the many Mobile children who have participated in your varied and interesting playground program. Through your efforts in planning and directing the playground program, Mobile children have been provided with interesting, entertaining and wholesome recreation.

The program has turned what might have been idle and monotonous summer days into full and busy days of both educational and recreational value.

Outstanding childrens' events in your program were the pet and doll shows. There have been other special events, in addition to the regular program of games and handcrafts.

I know that the mothers of Mobile appreciate the playground program. While the program provides their children so much enjoyment, it also helps give the mothers a little spare time.

I want to commend you for the success of the playground program. As supervisor, you have given far more of your time and energy to this important work than would be required. Your great interest, enthusiasm, and tireless efforts have "put across" the playground program.

You certainly deserve the M. O. Beale Scroll of Merit which I am presenting you.

Civically yours,
M. O. BEALE

Mrs. Maitre writes: "Of course, I was very pleased and proud to receive the award. However, a great deal of credit for the success of our playground program goes to the staff of our splendid playground directors. Also, to the cooperation of Mr. Ernest Megginson, our Commissioner of Recreation, and to our Superintendent, Mr. Warren Carpenter.

"It has certainly been an inspiration to me to work even more to make our City Recreation Department and program the best possible."

He Was Bitten by a Purple Finch

Vernon Sechriest

THE VISITOR RUBBED his finger thoughtfully and exclaimed, "I'll bet I'm the only man in North Carolina today who was bitten by a purple finch!"

The scene was the kitchen of the Joyner's suburban home near Rocky Mount, North Carolina. The exclamation came from a fellow who had obligingly grasped, ever so tenderly, the pretty bird caught in the Joyner traps, while the host was attaching a tiny legband before releasing the little creature to continue its flight among the pine trees. The bite had come as a minor protest against becoming one of the birds officially welcomed to the Joyner household.

Banding birds, however, is just one of the many contacts that the Rocky Mount sporting goods dealer and wild life expert has with bird life every day. His chief diversion is the taking of motion pictures, most of them in color, of birds as they go about their daily business.

Bill Joyner will admit that he knew little about birds, and hardly anything about photography, when he started his unique hobby a few years ago. Yet, recently, when he had finished showing his latest collection of bird pictures at a civic club session, the club members stood up, cheered and declared that it was the finest program of the year.

One of the remarkable things about Bill Joyner's brand of photography is the fact that he appears to be almost within reaching distance of his prey. Sometimes he is. Often, however, he resorts to various tricks, such as using a telescopic lens, mounting a camera on the ground, atop a pole beside the nest, or in a tree, and operating it by remote control. Frequently, though, he does so ingratiate himself with his feathery friends that he is able to touch the bird he is photographing.

While Joyner has spent thousands of dollars on his interesting hobby, he probably wouldn't take a million for the pleasure it has brought him. In fact, he wouldn't think of turning one of the guns he sells against one of the members of the feathered kingdom because he wants "to see him again tomorrow."

A story of Joyner's quest for the real-life preservation of a quail family is a typical example of his perserverance. First he found a nest, and then went into action with his camera. Not only do his films show the nest, filled to overflowing with fifteen eggs, but there is a closeup of the wife of Mr. Bob White stealing through the grass and slipping into the nest. Later there are scenes of the young quail dodging about in the underbrush.

Bill has a cardinal, a catbird and a brown thrasher who come to his home regularly and fight their reflections in the window of his den. An artificial gloved hand protrudes from his window. A visitor can put the glove on his own hand, substituting it for the artificial one, and then experience the thrill of having birds settle on his fingers and make a meal from the crumbs spread out in his palm. Joyner said that the finest Christmas gift he ever received was the bird "cafeteria," consisting of a sawed-off pine trunk with scooped out holes in the limbs for holding bird food. Bill promptly planted this in his backyard and filled the cavities with seed, peanut butter, suet and other bird delicacies.

The sad case of the bluebird family in a cow pasture has also been put on celluloid. These bluebirds chose a neat cavity in a stump for their home. There the mother bird deposited four tiny greenish eggs and watched nervously over them during the period of incubation. Probably, because of the heat, only two of the eggs hatched. It was so hot, however, that one day when the parent birds stayed away too long in quest of food, the two youngsters literally baked. Bill recorded the frantic efforts of the elder birds as they flew to the stump, time and again, bearing worms in their beaks and vainly trying to get the silent young ones to eat.

When Bill went out to photograph a meadowlark family, he found the mother bird firmly intent upon protecting her young from the eye of the camera. The movies, by a "reverse remote control," show the photographer reaching into the nest and raising the mother a few inches from her seat while the wide-mouthed babies have their pictures taken.

Reprinted from the Raleigh, North Carolina, *News* and *Observer*.

To a Small Boy

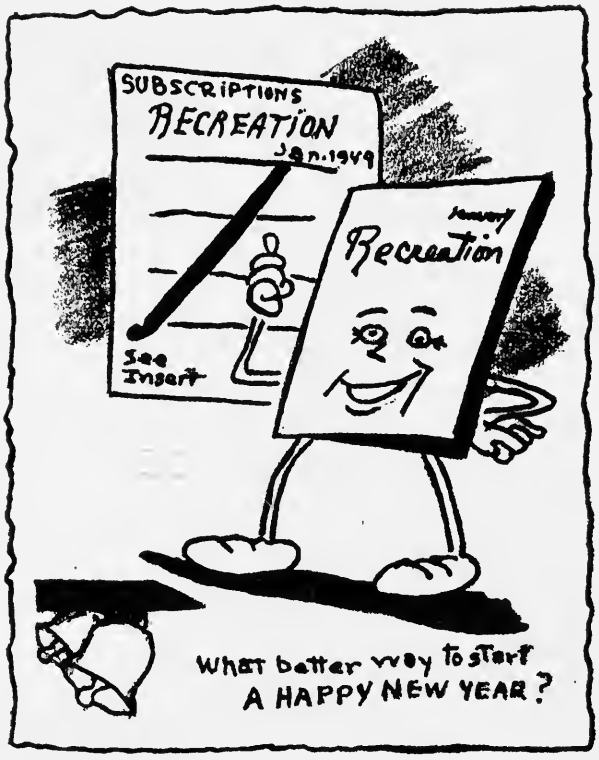
John W. Faust

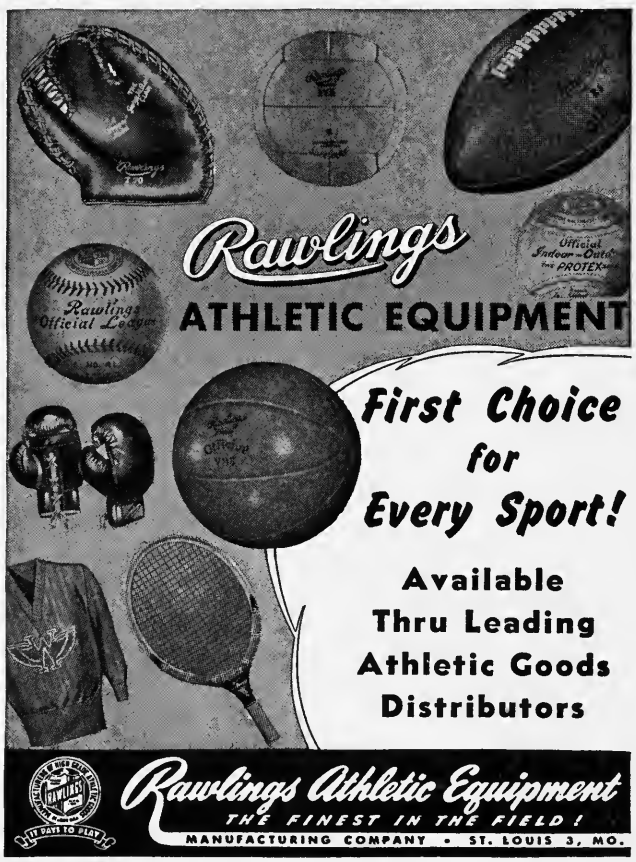
PHILADELPHIA, WITH characteristic grace and charm, on November twelfth honored one of its great civic servants—a small boy. About 250 of its most socially useful and distinguished citizens; the Mayor and other officials; leaders in the fields of education, social welfare, recreation, business and the professions, attended a reception and banquet, sponsored by the Philadelphia Recreation Association, in his honor.

Speeches were made presenting his intrinsic worth and stature, and his long list of contributions to the field of recreation and to the field of economics. Framed resolutions, engraved and lettered after the manner of ancient ecclesiastical manuscripts, were presented to him. A three-fold cowhide briefcase, hand carved and tooled with recreation scenes, came next. The crowning "chaplet of laurel" was the announcement by the city's Bureau of Recreation that one of its finest planned playgrounds, for his home area of Chestnut Hill, would be named for him.

Who *is* this small boy? Why, Otto Todd Mallery, of course. The years of his service challenge the "small boy" characterization, but nothing so well fits his sparkling inner spirit. If you could have seen him that night, you would agree—tall, with an easy grace and dignity, making everyone acquainted and feeling at home. At the same time, the obvious pleasure and merriment in his eyes made one suspect that thoughts such as these were running through his mind—"Oh, well! I've got to look dignified, at least." "Hope this doesn't turn into a wake." "They're good to show their love and respect like this." "I wonder if they realize to what extent they are also honoring Mrs. Mallery?"

While his contributions of the mind were listed and honored, what enhanced the effectiveness of those contributions, and drew the affection of these leaders, were his unquenchable interest in all about him; his "living for the fun of it"; and his capacity for that old fashioned virtue of simple "loving kindness."





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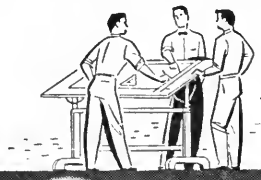

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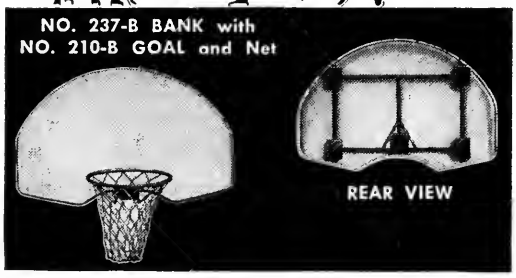

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Why don't you let Porter engineers advise and help you, without cost or obligation, of course? Usually, stock models from Porter's complete line can meet your exact requirements, and save you money. If your building is in the drawing board stage, it is wise to talk about backstops now, and avoid problems and disappointments later.

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Recreation Suggestion Box

Tools for Tomorrow

DO YOU NEED new material for your town recreation program, or new ideas for group activities, or articles for your club paper or newssheet? If so, you can turn to the Division of Youth Services of the American Jewish Committee for free assistance. This service agency, which cooperates with organizations working with children and young people in order to better human relations, will supply you with tools which can enrich your program. Furthermore, it can be extremely helpful in planning your special observances of *Brotherhood Week,* February 20-27.

Here are some of the program tools which you can obtain by writing to the Division of Youth Services at 386 Fourth Avenue, New York 16:

Stories for different age groups—can be used in club magazines and the like.

Youth Feature Service—providing regular releases on events and personalities of interest to youth.

Kits and handbooks—for program directors and youth leaders.

Film strips, together with discussion guides—for schools, settlement houses, churches, community centers and the like.

Exhibit materials—displays, posters, photographs to promote inter-group understanding. The D.Y.S. will also cooperate with you in the preparation of special exhibits for particular occasions and on specific subjects.

Radio material—to be used in programming.

Recordings—for leaders' training institutes and other local groups.

Play scripts—for presentation by church, school or community groups.

For further details about these program aids you may write to the D.Y.S. for their booklet, "Tools for Tomorrow."

Removable Posts on Tennis Courts

AFTER MUCH STUDY on the problem of arranging removable posts for skating on tennis courts in Great Falls, Montana, the following method was decided upon. Good posts of four-inch steel were sunk deep in concrete. While the concrete job was being done, the posts were greased well and wrapped in heavy paper. After the concrete was hard, the posts could then be slipped out of the concrete hole. In wintertime, before flooding for ice skating, the holes are stuffed with burlap and the cemetery-type tin cans are used to cap the hole.

An Idea

THE MAYOR OF Union, New Jersey, writes a "welcome" letter to all newcomers to the community, telling them about local playgrounds, churches, civic centers, schools, recreation programs, special community observances and so on.

Crafts Groups

A NEW CATALOGUE and instruction manual—*Fun with Felt*—contains reduced size patterns for many attractive projects that can be made from felt. It is available from the Fun with Felt Corporation, 390 Fourth Avenue, New York 16, New York.

For Inexperienced Leaders

THE RAFTER CRAFTERS, Box 97, Pleasantville, New York, are putting out a series of excellent pictorial program aids for the inexperienced recreation leader. Two, *Outdoor Activities for In-Town Groups* and *Program Helps for Camp Leaders,* are packets of twenty sheets of pictorial suggestions, and sell for fifty cents each; one, *Campcraft ABC's,* by Catherine T. Hammett, is a book with many clear illustrations, which sells for one dollar per copy. In each case, a ten per cent reduction is offered on orders of ten or more.

PLAN FOR BROTHERHOOD WEEK
February 20-27, 1949

(Sponsored by the National Conference of Christians and Jews)

"I am more than glad to join in urging an effective participation by all Americans in Brotherhood Week.

"Religion is the basis for understanding and good will, and it is perverted when it is permitted to contribute to prejudice. The National Conference of Christians and Jews gives a sound community basis for attacking racial and religious prejudices at their foundations, and promoting the essential basis of religion in love and justice."—*Charles P. Taft, President of The Federal Council of the Churches of Christ in America.*

PARK SERVICE PUBLICATIONS

THE GOVERNMENT Printing Office has recently issued reprints of additional sections of the National Park Service 1938 publication, *Park and Recreation Structures.* The following sections are now available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Title	Price
Barriers, Walls, and Fences	$ .05
Bathhouses and Dependencies	.15
Boathouses and Dependencies	.10
Cabins	.20
Camp Furniture and Furnishings	.10
Comfort Stations and Privies	.15
Concessions and Refectories	.10
Drinking Fountains and Water Supply	.15
Lodges, Inns and Hotels	.15
Miscellaneous Sports Structures	.10
Organized Camp Facilities	.40
Picnic Fireplaces	.10
Tent and Trailer Campsites	.10

"THE RECREATION DOLLAR"

WHAT MAKES A good time? Who starts a community program? How much money do you spend on recreation? These and many other questions concerning good living are discussed in an attractive forty-seven page booklet, "The Recreation Dollar," recently published by the Department of Research, Household Finance Corporation. The bulletin has been carefully compiled so that a well-balanced point of view is presented, numerous outstanding individuals in the recreation field having been consulted in the course of its preparation. Recreation executives may secure a copy free by writing the Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois, mentioning that the National Recreation Association suggested their doing so.

—o—

"The greatest tragedy about human nature is that we put off real living. Real living is often postponed indefinitely. Life, we learn too late, is in the living of it. I plead with you to learn to live."

—*Dale Carnegie.*

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Diamond Junior Pitching Shoes
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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Canadian Nature, September-October 1948
Your Nature Hobby, Donald Culross Peattie.

Parks and Recreation, September 1948
Golden Anniversary.
The Second Fifty Years, P. B. Stroyan.
Organizing a Comprehensive State Park System, Arthur C. Elmer.
The Maintenance Mart.

Scholastic Coach, September 1948
Athletic Awards, Kenneth G. Sullivan.

The Industrial Recreation Building, A planning guide by F. Ellwood Allen and Weaver W. Pangburn. F. Ellwood Allen Organization, 101 Park Avenue, New York 17.

Parents Magazine, October 1948
Common Sense About Comics, Katherine Clifford.

Beach and Pool, September 1948
Good Operational Practice.

Journal of Health and Physical Education, September 1948
The Old Hemenway Gymnasium, Carl L. Schrader.
Community Cooperation for Community Recreation, Harold D. Bacon.

Parks and Recreation, July 1948
Developing and Maintenance of Grass Areas, Joseph A. Dietrich.
Fifty Years Ago.

Parks and Recreation, August 1948
A Philosophy for Park Structures, J. R. Lawwill.
Recreational Developments in Ohio's State Forests, Carroll E. Bazler.
Miami Beach's Pre-Schools, Ruth Geller.
The Maintenance Mart.

American City, August 1948
Technique for Neighborhood Planning, K. William Sasagawa.

Parents' Magazine, August 1948
Hands Across the Color Line, A. Ritchie Low.

School and Society, August 21, 1948
Organizing Community Forums, George E. Schlesser.

Safety Education, September 1948
Small Craft Safety Education.
Data Sheet.

Survey Graphic, September 1948
Garment Workers' Country Club. Victor Riesel.

Beach and Pool, August 1948
Clear, Sparkling Water: Modern Methods of Pool Chlorination, A. E. Griffin.

Public Management, August 1948
Long-term Capital Improvement Budgeting, S. M. Roberts.

Golf Events. The National Golf Foundation, 407 South Dearborn Street, Chicago 5, Illinois. Price $.20.

Trampolining, Newton C. Loken. The Overbeck Company, 1216 University Avenue, Ann Arbor, Michigan. Price $.75.

Highlights of the National Conference on Family Life —Washington, D. C., May 5-8, 1948. Published by the National Conference on Family Life, 10 East 40 Street, New York 16.

Understand Your Child—From 6 to 12, Clara Lambert. Public Affairs Pamphlet Number 144. Public Affairs Committee, 22 East 38 Street, New York 16. Price $.20.

Authors in This Issue

WALTER L. SCOTT—Director of Municipal and School Recreation, Long Beach, California. Article on page 436.

GEORGE D. BUTLER—Research specialist and author, National Recreation Association staff. His book, "Introduction to Community Recreation," has just been published in a new, second edition. Article on page 446.

ARTHUR M. WILLIAMS—Long a staff member of the National Recreation Association, Mr. Williams often serves as the Association's representative in Washington. Article on page 454.

EDWARD B. OLDS—Research director of Social Planning Council of St. Louis and St. Louis County, Missouri. Article on page 458.

MONTE MELAMED — Director of Activities, Grand Street Settlement, New York City. Article on page 469.

VERNON F. SECHRIEST — Managing Editor, *Rocky Mount, North Carolina, Evening Telegram.* Article on page 472.

JOHN W. FAUST—District representative, National Recreation Association staff. Article on page 473.

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Books Received

Electrical Projects for School and Home Workshop, by Walter B. Ford. Bruce Publishing Company, Milwaukee, Wisconsin. $3.00.

Everybody's Party Book, by Harry Githens. Eldridge Entertainment House, Denver, Colorado and Franklin, Ohio. $1.00.

Health Program for Colleges, A. National Tuberculosis Association, 1790 Broadway, New York 19.

Hundred Games for Rural Communities, A, by Ralph A. Felton. Drew Theological Seminary, Madison, New Jersey. $.30.

Leader's Nature Guide, by Marie E. Gaudette. Girl Scouts National Organization, New York. $.35.

Little Golden Book Series—Five Little Firemen, by Margaret Wise Brown and Edith Thacher Hurd; **Tommy's Wonderful Rides,** by Helen Palmer; **Little Black Sambo,** by Helen Bannerman; **The Little Golden Book of Words,** by Selma Chambers. Simon and Schuster, New York. $.25 each.

Local Government Finances in Pennsylvania. Department of Internal Affairs, Harrisburg, Pennsylvania. $1.25.

Playing and Coaching Water Polo, by James R. Smith. Warren F. Lewis, Los Angeles. $3.50.

Popular Mechanics Photo Handbook. Popular Mechanics Press, Chicago, Illinois. $2.00.

Rupp's Championship Basketball, by Adolph Rupp. Prentice-Hall, New York. $3.00.

Story of the Olympic Games, The, by R. D. Binfield. Oxford University Press, New York. $3.00.

Teaching Swimming, by Paul W. Lukens. Burgess Publishing Company, Minneapolis. $1.50.

Theatre Handbook and Digest of Plays, The, edited by Bernard Sobel. Crown Publishers, New York. $4.00.

The Happy Home: A Guide to Family Living, by Agnes Benedict and Adele Franklin. Appleton-Century-Crofts, New York. $2.75.

Toymaker's Book, by C. J. Maginley. Harcourt, Brace and Company, New York. $2.50.

Tracks and Trailcraft, by Ellsworth Jaeger. The Macmillan Company, New York. $3.95.

Treasury of Parties for Boys and Girls, A, by Judith and Caroline Horowitz. Hart Publishing Company, New York. $1.50.

Treasury of Parties for Little Children, A, by Judith and Caroline Horowitz. Hart Publishing Company, New York. $1.50.

Weaving You Can Do, by Edith Louise Allen. The Manual Arts Press, Peoria, Illinois. $2.50.

Youth Fellowship Kit, edited by Clyde Allison. The Westminster Press, Philadelphia. $3.00.

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New Publications

Covering the Leisure Time Field

Handicrafts and Hobbies for Pleasure and Profit

Edited by Marguerite Ickis. Greystone Press, New York. $2.98.

ONE OF THE most exciting leisure-time books that has appeared in a long while, this presents a rich store of suggestions and instructions for the experienced or beginner in crafts, young or old, for the would-be hobbyist. Miss Ickis advocates real recreation, whether these engrossing projects are engaged in for pleasure or profit, and makes each activity seem a challenge to adventure. The book takes nothing for granted; instructions and illustrations are clear throughout; low-cost tools and materials are recommended. Among these exceedingly varied recreations there will be more than a few that you will like. Some of them are: paper pulp modeling and crayon craft; book binding made easy; model railroading; making model autos; model boats; metal craft; fun with felt; plastic craft; block printing; woodworking, and others—more than thirty creative crafts and hobbies with step-by-step directions, diagrams, photographs for making over five hundred articles. *Don't miss it!*

Short Cuts to Finding and Organizing Research Problems in Health, Physical Education and Recreation Through the Use of Library Materials

By Dr. George M. Gloss. Published by the author, 2121 Virginia Avenue, N.W., Washington, D. C. $1.00.

DR. GLOSS HAS prepared this guide for students and teachers as a result of his eleven years of activity as student and teacher in research in recreation, physical education and health education. He includes detailed suggestions on how to eliminate waste time in the use of library materials, in finding source material and references, and in organizing research problems.

The Folk Dance Library

By Anne Schley Duggan, Jeanette Schlottmann and Abbie Rutledge. A. S. Barnes, New York. $15.00.

THIS PRESENTATION OF folk dance material is a truly noteworthy achievement. In the preface, the authors have stated their purposes in compiling this work and, to their everlasting credit, let it be said that they have achieved every one of their aims. Briefly, these aims were: to present a collection of folk dances representative of as many nations as possible, with clear directions and musical accompaniments for each of the dances analyzed; to arrange the folk dances in units of organization according to specific geographical regions, with representative dances of varying degrees of difficulty within each unit; to present background materials so that the folk dance may be correlated with the program to the end that participants may gain a better understanding of their neighbors in the world at large; to foster a feeling of nationalism in every country and to demonstrate the closer cultural ties shared by the peoples of all nations, thereby promoting a broader concept of internationalism; to indoctrinate boys and girls and men and women everywhere with the idea that participation in folk dances is an indispensable phase of their education.

The five volumes which comprise the library are: The Teaching of Folk Dance, Folk Dances of the United States and Mexico, Folk Dances of European Countries, Folk Dances of Scandinavia, Folk Dances of the British Isles.

The dances are well-chosen, beautifully described, explained and illustrated; the music ar-

rangements are excellent. Eighty-three dances are presented. Suggestive outlines for the production of two illustrative folk festivals, and a typical folk dance party, are given.

For all of you who are interested in using folk dancing as a rich educational experience (instead of a mathematical exercise) it is a "must" for your library. Both school people and recreation leaders will be delighted with the wealth of material covered and the way in which it has been handled. At the present time, the books are not available as separate units. *Helen Dauncey.*

Report of The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation

Athletic Institute, 209 South State Street, Chicago 4, Illinois. $1.00.

IT IS HELPFUL to have the suggested principles and standards, which will serve as guides for institutions interested in training personnel for the community recreation field as set forth in the *Report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation.*

The subjects included are, for the most part, practical ones with consideration given to: staff facilities; resource materials; recruiting and guidance; curriculum. Due allowance for institutional autonomy has been made by refraining from specific reference to course titles and credits.

The report should be useful to schools as a guide in setting up new programs as well as helpful to those interested in evaluating existing programs.

American Planning and Civic Annual

Edited by Harlean James. American Planning and Civic Association, Washington, D. C. $3.00.

THE 1948 EDITION of this annual, just published, is the collective proceedings of the annual Citizens Conference on Planning. As have its predecessors, it presents the records of recent civic advance in the fields of planning, parks, housing, neighborhood improvement and conservation of national resources. The subjects chosen represent vital parts of the year-round educational program conducted by the American Planning and Civic Association. These cover planning for national parks, state, county and metropolitan planning, and the citizen's part in planning. A complete set of the *American Planning and Civic Annuals* (13 volumes, 1935-1948) may be purchased for twenty dollars.

Rhythm Time

By Carle Oltz. Clayton F. Summy Company, New York and Chicago. $1.25.

THIS IS AN interesting collection of music for the rhythmic development of children in the kindergarten and primary school age. It is arranged for piano and includes twenty-one pieces of original music by Mr. Oltz of the State Teachers College, Milwaukee, Wisconsin. In addition to skipping, running, marching, jumping, swaying and other frequently used rhythms, there are rhythms characteristic of large animals, animals that hop, trains, skating, Halloween, dwarfs, and interpretive dance movements. Each piece is headed by a few lines of description and suggested activity.

Gertrude Borchard.

Sports and Recreation Facilities

Extension Service, Colorado A. & M. College, Fort Collins, Colorado. $.25.

THIS BOOKLET OF suggested plans, designed to help enterprising communities and schools to obtain facilities adequate to their needs, also carries helpful information on selection of sites and surfacing of play areas.

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Recreation Training Institutes

January 1949

HELEN DAUNCEY Social Recreation	Andalusia, Alabama January 10-14	H. L. Taylor, County Superintendent of Schools.
	Jacksonville, Alabama January 17-21	Houston Cole, County Superintendent of Schools.
	Anniston, Alabama January 24-28	R. J. Fisher, County Superintendent of Schools.
	Brewton, Alabama January 31-February 4	O. C. Weaver, County Superintendent of Schools.
RUTH EHLERS Social Recreation	Lynn, Massachusetts January 10-14	James Hurst, Secretary, Greater Lynn Church Athletic Association, YMCA, 85 Market Street.
	Baltimore County, Maryland January 24-28	Herbert R. Steiner, Board of Education, Baltimore, Maryland.
ANNE LIVINGSTON Social Recreation	Charlotte, North Carolina January 10-14	Miss Alice Suiter, Assistant Superintendent of Recreation, City Hall.
	Statesville, North Carolina January 17-21	Woodrow W. Dukes, Director of Recreation.
GRACE WALKER Creative Recreation	Warren, Ohio January 31-February 25	W. Robert Smalls, Executive Secretary, Warren Urban League, 727 Park Avenue.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to the location of the institute, contents of courses, registration procedure, and the like, communicate with the sponsors of the institutes as listed above.

Memo to a man with a sore nose

Congratulations, sir! Your bandaged beak is a badge of honor!

It's a sure sign that you, like most of us these days, have been keeping your nose to the grindstone—working your hardest just to keep your family living the way you want them to live.

But what of the future? Your nose can't take it forever. Someday you'll want to retire, to follow the hobbies and take the trips and do the things that you've always dreamed of doing.

That's going to take just one thing—MONEY! And will you have it when you want it?

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Recreation

Henry [illegible]
MacMurray College
Jacksonville, Illinois
FEB 15 1949

FEBRUARY
1949

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on the cover

Ever since the first ski tow appeared in this country in 1933, skiing has been gradually increasing in popularity. Now some 4,000,000 young and old enthusiasts scan the skies, worry about weather reports and hopefully pray for plenty of snow. Photograph by Edward Zychal, Bristol, Pennsylvania.

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

February 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Schools and Recreation

A SPACIOUS SCHOOL YARD in a large city, with a large picket iron fence completely surrounding it, locked Saturday and Sunday; inside two hundred youngsters, without any adult leadership, playing. They had climbed the sharp pickets to get in—would climb them again to get out! Youngsters not to be denied.

In such a fenced and locked yard one high school boy with a fine record was arrested in June, on the afternoon preceding his evening high school graduation. He and several associates had wished to play a final game of basketball.

A small suburban village. A schoolhouse yard locked after school hours. In the block nearby within two months three children had been injured by automobiles while playing in the street. The children dug a hole under the fence to get into the school yard to play. For this they were brought before the principal of the school and warned that they would be punished if this lawless conduct persisted.

Schoolhouses dark, locked at night—unused. Reports from police officials of rising delinquency among teen-age youngsters and warnings that evening recreation centers, lighted and heated, must be opened up.

Schools cannot escape their responsibility for play and recreation.

Schools have their teachers of music, of arts and crafts, speech, drama, nature, games, athletics. In schools boys and girls acquire skills, fundamental skills in play and recreation.

There is general recognition of the value of what is being done by the schools in training boys and girls in fundamental skills in recreation.

Educators in setting up the seven cardinal principles of education included as one of them training for leisure.

Again to go back to Aristotle, as we all do, we have the declaration that the end and purpose of education is training for the right use of leisure.

Schools without provision for play, recreation, leisure are unthinkable.

True recreation and leisure-time activities belong to the home, the church, the park, but they belong also to the school, and they never can be taken away from the school—just as they never can be taken away from the park, the church, the home.

Park leaders, school leaders, recreation leaders alike recognize that recreation and the spirit of play, of youth, of abundant living belong to all that relates to man.

HOWARD BRAUCHER.

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To RECREATION:

(Following the publication of the article on Jacksonville—of the "American Cities in Recreation" series—in the October 1948 issue of RECREATION, this letter was received from the author:)

"Believe it or not, I don't seem to be able to keep a copy of this issue on my desk. My own staff, contrary to custom, is soaking up my words of wisdom. . . . .

"Following up a few moments of aberration, I'd like to add to the article that J. B. Williams, a district representative of the National Recreation Association, was a real tail-twister when the present department of Jacksonville came into being. None of our present employees were in the department then, and our board minutes go back only to 1930, so I'm piecing the story together. 'J. B.' maintained his office in our department for many years and was present to advise in all of the early steps. He wrote the enabling act, checked it with a local lawyer, kept behind the board until the millage referendum was passed. We have been regular patrons of the training services offered by NRA for these many years. Brevity is no sin, but it's harder to say 'multum in parvo' than many realize."

NATHAN L. MALLISON, *Superintendent of Recreation, Jacksonville, Florida.*

"I take RECREATION magazine and, although it costs me only five dollars per year (general membership), I feel that I have carried out enough of the ideas gained from the magazine to make it worth $50,000 to the community."

HERBERT G. WEST, *Mayor and Commissioner of Safety, Walla Walla, Washington.*

To SUBSCRIBERS:

RECREATION is very much in need of good photographs for its *new cover.* Would ***you*** like to submit a local picture or two for such a purpose? Please run, don't walk, to your nearest camera or picture files, and send in what you can. Many of you hold photographic contests during the year. Are some of the "prize winners" available? Credit, of course, will be given to your recreation department or organization.

SPECIFICATIONS—Clear, contrasting blacks and whites are required and, if possible, the photograph should have a light area in an upper corner for the magazine title. Cover pictures should include only one or two people at most; or may be simply scenic (if striking), or of objects symbolical of recreation, including no people at all. Also, they may be seasonal—of Halloween, Christmas, winter sports activities, and so on—or simply decorative.

The following should be sought in each picture:

Storytelling quality—people doing things that they would normally do, unposed; human interest.

Photographic quality—good lighting, timing, interesting copy.

Impact—that quality which arouses emotion in the beholder, be it that he just feels pleased.

Simplicity—no complicated backgrounds, mottled patterns, overcrowded rooms, masses of people.

Beauty—this is hard to define, but there can be beauty in a rugged old face or a bright young one; in the pattern of teen-age youth hiking against a fleecy sky; in a child playing.

Good composition, with figures and objects well-placed, is essential. Try to visualize the photograph magazine size, with title in the light space at the top. How will it look? Our last five covers may give you some idea.

DOROTHY DONALDSON
Managing Editor, RECREATION

Program for Women and Girls

IT HAS LONG been generally recognized by recreation departments that, basically, many of the leisure-time interests of women and girls differ widely from those of men and boys. Today, many such departments, eager to meet local needs, are putting on well-balanced programs which include activities based upon the special interests of girls, *plus* the social, co-recreation activities desired by both sexes. Experimentation in program for women and girls has indeed been bearing fruit; and it now is an accepted fact that we need to give girls more opportunities to acquire skills and self-confidence in groups of other girls of their own age, in preparation for making the transition to a social program freely and naturally. Thus, girls must always be considered in planning play areas, choosing staff leaders and in scheduling facilities. If the social activities are to be successful, they need this special help to give them a feeling of adequacy, before they will participate.

It is interesting to note, however, that there still exists, throughout the country, a goodly number of community recreation departments which continue to put on extensive programs of athletics favoring boys, and a summer playground program for the children, but do little or nothing to balance this with equal recreation opportunities for girls. One answer to this, of course, is that leaders, specifically trained for girls' work, are greatly needed.

In setting up recreation training institute programs today, the National Recreation Association reports that there is always a request for one or two sessions to be devoted exclusively to girls' programs. This is a most encouraging trend, for all recreation leaders know that when questions begin to come from the group, rather than from the leader, things begin to happen.

As can be seen, there is great need for guidance and for training in this area of work. Through the years, and with ever growing concern for further progress along this line, the Association has been able to place at the disposal of community recreation departments throughout the country—to help in establishing such programs and in training leaders—the services of a highly skilled and experienced woman worker. (See *In the Field,* Helen Dauncey, page 517.) This has been made possible through the generous contribution of funds by Mrs. Charles V. Hickox in memory of her mother, Katherine F. Barker. Mrs. Hickox has long been deeply interested in this work and in the ideals of the Association. The fund was established in 1928.

Miss Dauncey, the National Recreation Association's Katherine F. Barker Memorial Field Secretary, visits communities in all parts of the country throughout the year, addresses hundreds of civic leaders, visits recreation departments to help organize girls' activities and social recreation, and conducts a series of the training institutes for leaders. Floods of newspaper clippings, and appreciative letters forwarded to the Association, attest to the very real value of such service to local communities.

Actually, many departments which do not have an adequate girls' program are aware of their lack, and are searching for ways in which to do something about it. In addition, those who have not yet done anything at all are being frankly apologetic about it and saying, "We are not doing as much for the girls as we should." This is a hope-

ful sign. Men who are trained in athletic work remark, "I know I cannot do the job myself, and I want to find a well-trained woman assistant who can develop girls' club activities and do more with our social programs, which I admit are weak." These sentiments, coming from a department head, mean that he is wide awake, and has been educated as to recreation needs and the fundamentals of good program.

Although, more and more, the importance of co-educational activities, for both boys and girls, is recognized in recreation, there will always exist this need for fuller opportunities for girls and women to participate in the activities which are peculiar to their interests much in the same way as wrestling, for instance, is peculiar to the boys.

Some of our most unhappy, poorly adjusted adult young women today are those who do not know how to play with their fellows; those who, because of lack of opportunity to join those of their own age in activities based upon like interests, are lacking in poise, self-assurance, personality, and skills which could enrich their lives and make them interesting as individuals. They simply have missed out on the kind of experiences that develop these qualities.

Some fortunate young people come from the kinds of homes where social experiences and good times, interest in life as an exciting adventure, careful training, and stimulation of the imagination are a part of family life. Too many do not, and their only way of getting these things is through public and private agencies. In this respect we all know, too, that public agencies have the opportunity of reaching more people than private agencies! Furthermore, we know that girls and boys can be in school together for years, and yet never develop friendships and share social experiences in a way which can be done in their hours of leisure. Happiness depends upon the development of healthy, well-adjusted personalities through the opportunity to mix normally and naturally with others socially. Such social contacts are made in a well-directed recreation program, under wise and competent leadership.

Younger Girls' Programs

The time to start a girls' program is in the early years. If little girls, from six to eight years old, had a chance to participate in the things which interest them, we would have fewer so called "problems" when they reach their teens.

Activities should be planned (with their help) around *their interest in themselves,* and should provide:

1. Fun and good times together.
2. The opportunity of belonging to a group, the feeling of importance which comes from "belonging," and the chance for successful achievement and self-development.
3. Healthy enjoyment of exercise, and the learning of physical skills through indoor and outdoor activities (group games and individual games); the learning of the rules of good sportsmanship which will be applicable all their lives.
4. The chance to participate in rhythmic activities.
5. The chance to participate in creative activities (crafts, art work, drama, music).
6. The opportunity to develop tastes and appreciations.
7. The opportunity for planning and conducting social affairs.
8. The chance to develop, and share, their natural interests in home crafts, homemaking.
9. The opportunity for service, and the satisfaction that can be achieved through service.

It is during these years that the best work can be done in preparation for successful co-recreation activities later.

Older Girls' Programs

As girls get older (twelve to sixteen), their interests broaden, and they are concerned with their own personal problems *as they relate to other people*—to the "gang," to boys, family, associates, community. Much good work can be done with this age group by a wise leader. Health, health habits and etiquette can be emphasized, because now they link up with glamour, charm and attractiveness.

Recently, the Katherine F. Barker Memorial Field Secretary met with a group of fifteen Camp Fire Girls in Lawton, Oklahoma. Most of them were thirteen or fourteen years of age. When asked what they would like to do—play games or whatever—they all chorused, "We would rather 'just talk'." More exploration discovered that they wanted to talk "about boys." For almost an hour they asked eager questions, most of them concerned with matters of etiquette—which were obviously extremely important to them—and how to be popular with, and well-liked by the boys. Miss Dauncey says, "At first glance, this might seem to be rather far removed from a recreation program discussion, and yet it illustrates how eager they are for words of advice from an adult leader, who likes them and doesn't think that they are 'silly,' and for those social experiences which a well-planned recreation program can offer them. It also indicates how a program can be developed from the interests of the group. Not a youngster there would have turned away from any suggestion that might be linked with her desire to be popular and to have a good time. . . . How much a leader can learn by letting the groups talk more, and then

making plans for working with them!"

To girls at this age, exercise becomes desirable because it streamlines the figure, makes one sparkle with health; and "grace" is a quality to be obtained, if possible. Therefore, swimming, dancing, skating, tennis, badminton are received with enthusiasm and thoroughly enjoyed. Actually, these girls *need* vigorous physical exercise to counteract emotional strains; and they need opportunities to talk things over in group discussions, such as the above, to relieve them of their anxieties. Now, being sure of one's self socially becomes necessary to happiness.

They need parties, dances, music, drama and, above all, laughter. They need a chance to try out a great variety of things which may lead to lifelong interests. Also, games, group singing, drama, crafts, hikes, square dancing, picnics, treasure hunts and all activities of this type are doubly enjoyable when boys can be included.

In a recent, nation-wide survey of teen-agers, the first desire of *both* girls and boys was "to be well-liked and popular"; while the second was "to have the skill which makes you a hit with the crowd." (The skill most widely mentioned, in this instance, was a musical one—either singing or the playing of an instrument. Recreation workers, here is a valuable lead!)

Women's Programs

A recreation program provides great leeway for "interest" groups and special service projects. Women are interested in what is going on about them locally, nationally and internationally. They enjoy discussion groups, and are challenged by an opportunity to be of service. They are interested in matters pertaining to homemaking and the family, as well as in cultural activities and social gatherings. Young business women and industrial workers also are particularly interested in clothes, and in any activities having to do with self-improvement or with preparing them for a richer life. They are interested in physical activities usually for health reasons, or because they streamline the figure.

Girls from twelve to sixteen find "grace" a desirable quality. Many leaders report ballet as popular.

Women find great satisfaction in creative activities—making things to beautify their homes, to wear, to give away. They have an interest in co-recreation in its broadest interpretation (not just dances and parties), which can make for greater appreciation between the sexes, a more satisfying use of leisure time, and happier homes in which to bring up children.

Service women, defense plant workers, women in other war services, have experienced the organized recreation programs put on by wartime agencies, and have returned to their home towns demanding that similar programs be made available to citizens in their own communities. Such women are visiting private neighborhood welfare agencies, settlement houses, YWCA's, recreation departments and so on, asking for the same type of recreation opportunities locally. No doubt many of them could be persuaded to help with such a program, on a volunteer basis. Ex-service women should be interested in bringing to the younger girls at home some of the things they've learned elsewhere. Here, community recreation departments have a great opportunity for service, for it is possible for them to reach all women of the community at some level—that of planning, participation, or volunteer leadership.

A Bird's-Eye View

The women's and girls' programs, already well-established in many communities, can offer suggestions to other recreation departments and recreation leaders. According to 1948 reports from across the country, all such programs for girls have, of course, included athletic activities to varying degrees. Some take the form of well-organized sports leagues, especially in the larger cities, but emphasis, in many cases—and almost always in the smaller communities—is placed upon non-competitive, non-league games — volleyball, kick ball, badminton, softball and so on, and on such sports as tennis, swimming, ice skating, archery and bike riding. Games of low-organization, especially when used in junior groups, give younger girls an introduction to the basic fundamentals of sports for later years. A few recreation departments go in for hockey or soccer. In Jefferson County, Kentucky, for instance, the program in-

cludes a league of nine teams of high school girls who battle it out on the hockey field every Tuesday afternoon during an enthusiastic season.

The few excerpts below, quoted from recreation reports, are typical of many throughout the country, and reveal some of the activities, *other than sports,* which have been most popular:

Lexington, Kentucky—We, first of all, would like to mention two points concerning our over-all program which, we believe, are indispensable to its success. First, on each playground and at each community center, we place two directors—a girl and a boy between the ages of twenty-one and twenty-seven. We feel that it takes youth to appeal to youth, and our program is planned with this thought in mind. Second are our well-lighted areas for evening activities—we register sixty per cent adult attendance at night. Working girls and housewives make up a large part of this group.

Some of our most successful activities, in our program for women and girls, are: *Tea parties* for those ten years old and younger, with the girls dressing as Lady-Come-To-See in their mothers' dresses, high heeled shoes, and so on. Little girls love to dress up this way. Great pains are taken in decorating the tables—pretty table cloths, flowers, candles, and tiny doll dishes are used. The children are taught correct party manners, the correct way to set a table, and something of child care, while entertaining their dolls at tea. Programs include singing, stories, games, dancing, dramatics, movies, and puppet shows. *Hostess clubs,* for girls eleven to twelve years old, assist the directors with the tea parties. *Cooking clubs,* for girls thirteen to sixteen, occasionally are allowed to entertain the stag clubs. *Adult make-it clubs* meet twice monthly to make party decorations for the various seasons of the year. *Weekly story hours,* although planned for youngsters ten years old and younger, are enjoyed by all ages.

House of the Three Bears, established for children ten years old or younger, is visited by them every year while the bears are vacationing in a cooler climate. The house is a little white cottage just twelve miles east of the sun and west of the moon—over the roller coaster road.

Other program activities include a play hour of quiet and active games for small children; bathing beauty contests for seven year olds and under; shower baths for ten and under during the very hot weather; radio programs for four to fourteen year olders; puppet shows; ballet and tap dancing; Easter egg hunt; team sports, which include bat ball for girls twelve and under, junior bound ball for girls thirteen to fifteen, senior bound ball for girls sixteen and over; spring tournaments in rope jumping, hop scotch; city-wide tennis tournament with special divisions for junior girls, women's singles and mixed doubles; junior olympics for girls from ten to thirteen, which include track events; dances, ballroom and folk, held weekly—sometimes with orchestra; movies; art classes; music appreciation hours on Saturday afternoon.

Sylacauga, Alabama—Seven major planning groups are made up of girls and women. Occasionally, they plan activities in which only club members are included, but ninety per cent of the activities are open to all who wish to participate—both girls and boys. An adult advisor meets with each group and makes suggestions if necessary, but planning, decorating and conducting the events are done by the girls themselves. There, we think, is the key to the success of our activities. The program can be divided into:

Social recreation—which includes our dances. Dances are held after each football game, when a teen-age orchestra plays. Other special dances include such affairs as the Red Head Dance, to which all people with red hair are admitted free, and where the orchestra wears red yarn wigs while the floor show is given by selected red heads; the graduation dance, to which all current high school seniors are admitted free; the Star Dust Dance, an annual dance given by the teen-age girls' club and open to everyone; the White Christmas Ball, an annual affair given by the young adult girls' club; the Valentine Dance, and so on. Square dancing includes the hobo dances, tacky party square dance, county fair square dance; while other parties cover a wide variety of themes such as comic strip party, hobo party, honky tonky party, skating party. *Sports*—including softball, in which the girls' teams practice twice a week, play one night a week in city league games; tennis, made up of free classes once a week, with city tournaments for all ages in July. *Study programs*—include courses in personal grooming, consisting of a series of talks given by competent adults chosen by the teen-agers; and a career course, meeting weekly, in which members of different professions talk to the high school girls about their own particular field of work. Teaching, designing, recreation, nursing, and library work are some of the fields that have been discussed.

Service projects—covering such activities as making up packages for people overseas, assisting with the community Christmas tree, assisting with the serving of banquets at the recreation building, assisting in selling tickets for civic projects.

Miscellaneous—each club holds weekly meetings. One girls' club raises enough money each year to take the whole club of twenty-five members, and two chaperons, to Florida for a week's house party, including a cottage on the beach, food and a city bus, chartered for the round trip.

Chicago Park District, Illinois—It would be impossible to carry on many facets of program without the liberal participation of women and girls. This is true of musical activities. In the symphonic field, a generous proportion of our orchestral players are women. Last year a Women's Symphony was organized and, by the end of the season, numbered forty-five capable players. In opera, an adult and a children's opera guild is maintained. In addition, several adult and children's chorus groups meet weekly in rehearsals, under professional leadership. Classes in ballet dancing appeal mostly to girls in their teens.

Other opportunities for women and girls to participate in musical activities are offered through the Choral and Instrumental Music Association. There are, for instance, two club groups completely staffed by grandmothers. Both of these, under the name of "Grandmother Concert Parties," present splendid concerts in our parks. Then there is the "Sweet Adeline" group, a female version of the Barbershop Quartet. Other participating organizations include "All Girls Lithuanian Choral Groups" and "Polish Women's Singing Groups." Women and girls predominate in all of the choral and concert groups. The same is true of the Drama Shop and its costume department. Productions are presented by junior and senior groups, while miscellaneous service is given to parades, the decorating of floats, the annual one-act play tournament, exhibits, carnivals, an annual Negro music festival, the annual opera and its costuming, "I Am An American Day," many occasional parties, and eighty-eight gym demonstrations.

Our In-Service Training Institutes, which occur three times each year, embrace the following subjects: acting; play selection, with reference to age groups, I. Q. levels, community backgrounds; shadow plays, including design of characters in profile, cut from cardboard, and their projection and direction; puppetry; dramatic direction, using as a text "The Art of Play Production" by John Dolman.

San Francisco, California—In an extensive athletic program, which is presented in three divisions—that for juniors, industrial women and "recreation women"—we find that the "Playday" or "Playnight" type of competition is best. Among

Women love to make things to beautify their homes, wear, give away. Service projects appeal to them.

a variety of additional activities, one of the special events of the year is a doll show. More than four thousand children entered dolls this year. About six hundred of the winning dolls from the playgrounds were taken to the Rotunda of the City Hall, where they were again judged. Spectators of this event have numbered as many as two thousand.

Somerville, Massachusetts — Girls' activities are carried on by the Somerville Federated Girls' Clubs, sponsored by the recreation commission. The Federation, composed of representatives from the various activity clubs, puts out a quarterly bulletin reporting on club events and prints the programs for dramatic productions.

Memphis, Tennessee—Classes for housewives are conducted in the community center during the fall to spring season, and swimming classes are held in municipal pools. Activities include formal gymnastics, corrective exercises, tap dancing. Members of the last group call themselves "Dancing Mothers," frequently appearing in neighborhood programs or at hospitals, designing and making their own costumes. During the winter, ballet and tap dancing are the top activities for girls, with ballet the most popular. These girls like technique better than any other phase of dancing, and the best dancers among the older girls are appointed leaders, to help others who need assistance. Over 800 children were enrolled in these classes in three community centers last year.

During the summer playground season, similar classes are held weekly on twenty-eight playgrounds. Summer teen-age dances on the playgrounds are held outdoors, with hard surfaced tennis courts and concrete wading pools serving as floors for the dancing.

One of the most popular places in the community centers, for small girls up to twelve years of age (and boys, too), is the Toy Shop and play room. Here, under the supervision of a cheerful, understanding director, children play joyfully after school and on Saturdays. The Toy Shop is full of all kinds of toys dear to the hearts of girls and boys; and two play houses, four feet by six feet, complete with furnishings, are "for rent" every afternoon at three p.m. Preference is given to the first tenants to apply, for the housing shortage is very acute here as well as in the nation. There is much hustle and bustle as they get ready for housekeeping—checking out of the Toy Shop the articles necessary to make the play house a home, such as a doll "baby" with clothes, dishes, pots and pans, iron and ironing board, and the indispensable telephone.

Tacoma, Washington—For the most part, corecreation predominates in our program, but several events are held each week for women or girls only. These have met with huge success, and enrollment is continually growing. The most popular series in the past year have included courses in ceramics and in floral arrangements, which featured the making of corsages, Christmas decorations, wreaths and favors. These were followed by courses, of four weeks each, in textile painting, wood carving, leather tooling, and copper tooling. The group, with an average attendance of 200, meets once a week for four hours. Several participants have developed their latent abilities to such an extent that they have opened shops of their own—one florist and two ceramic or pottery shops. A craft guild has been formed as a result of the initial venture, and a city-wide interest in "doing something with your hands" is growing.

A women's gym class has turned into a popular one-night-a-week get-together. Special parties are held for husbands and friends four times a year, and volleyball, basketball, setting-up exercises and marching drills help to attain the streamlined figures most of the members are seeking. Two girls' clubs each meet one night a week, and enjoy special games, talent shows, some non-competitive sports, holiday parties, hikes and picnics. Membership in the adult groups usually means a small fee, which is used to defray expenses of the leaders. For the girls' groups, a dime or so is collected for a special party or celebration. Men and boys are invited for certain occasions.

Los Angeles, California—We provide activities for women and girls in all classifications, for every age level. Rhythmics, dramatics, arts and crafts, games and sports, clubs, camping, nature lore, social recreation, parties, picnics and music are offered to girls at an early age. The big factor in the program is the gearing of the activity to the level for which it is appropriate. Because we are deeply concerned that every girl and woman have an opportunity to participate, we offer many choices for the individual.

Our directors are guided in planning programs —including all of the activities mentioned above, and varied as to method of organization—that is, in presenting a balance of routine activities, recurrent scheduled activities, special events on the playground, and special events off the playground. Individual bulletins, such as "Good Games for the Summer Program," "Tournaments in the Summer Program," "Nature Lore," "Picnics," are descriptive of the activity content. High standards of achievement are set; great emphasis is placed on teaching skills; and an opportunity is provided for creativity and self-expression. Throughout the year, our women directors take part in in-service training, in order that all directors may keep abreast of the newest trends and techniques in program. Our universities make available to us various members of their staffs to help with this training. Frequently, members of our own directorial staff conduct sessions. Our syllabus, "Home Recreation," is an example of how many activities are broken down for participation by various age levels. Our concern is for a program which enriches lives, releases creative talent, fosters growth, and promotes the best interests of all girls and women.

There are many other excellent girls' and women's programs throughout the country. A large portion of all have been established with the help of the Katherine F. Barker Memorial Fund.

Social Statistics Birthday

FOR SOME YEARS, research in social welfare has been turning up facts about people and community services. Now, the Social Statistics Project, sponsored by Community Chests and Councils of America, is celebrating its silver anniversary at a luncheon in Chicago on February third. "Taking the Guesswork out of Social Planning" is the title of the luncheon program, with Hal Griswold, distinguished lawyer and civic leader of Cleveland, Ohio, as chief speaker. He is stressing the urgent need for broader and more intensive research in this field.

A New Way To Do An Old Job

A community develops an idea factory for anyone who wants to work with children.

Volunteer Mrs. Dee Reploge, Director Mrs. Xenia B. Nail exhibit handwork.

Mrs. C. Don Ellison

OKLAHOMA CITY HAS an answer for that man or woman who would "just love to take charge of a group of children at a church, park, school or youth organization if he knew how." The Workshop is a community project for all who work, or wish to work, with children. We pool our training and share our successful ideas. The shop is an idea factory, a training center, a know-how house, a program planning spot and a play laboratory for all group leaders. We learn much, and we have fun!

The Community Workshop is the inspiration of lay and professional workers in the children's agencies. It is financed and staffed by the Junior League of Oklahoma City, housed by the First Presbyterian Church in a large, old residence in the downtown district; and a city-wide board conducts its business.

The director of the Workshop is assisted by a staff of Junior League Workshop aides—forty trained assistants. On certain occasions, experts in specific fields are called in for special lectures. They, too, are volunteers. Special teachers conduct classes in crafts, camping, games, skits and puppetry; formal classes in leather work, ceramics, and so on. The Junior League aides help with the "drop in" trade—YW leaders who come in for Halloween party ideas, a Girl Scout leader who wants to learn to make hand-dipped candles. In fact, we had 118 of these leaders come in for consultation during a recent month, and the "students" really seem to get a thrill from their lessons.

Most leaders need specific training for a particular group or activity. The Sunday school teacher, occupational therapist and Camp Fire leader have different problems, but they share similar aims and interests. It, therefore, is for the common interests which we share as workers with children that our shop is established. We hope it will become a children's center where we collect, as models, the successful ideas of leaders each year, as well as inspire them with a knowledge of new techniques. For example, one of our "customers" is a Cub Scout father who makes wonderful Chinese kites. These we use as models; and he teaches leaders to make them.

A research library is now being organized. This is a tremendous job, but will aid our leaders more and more in years to come. Also, a committee of volunteers collects salvage material for crafts, so that "nothing" can be turned into a surprising assortment of useful and decorative articles.

It would be untrue, at this point, to say we have accomplished miracles. However, last month, 494 people attended our classes in storytelling, shadow puppetry, indoor gardening, wood carving, and book binding. Another feather in our cap was the sponsoring of a social recreation institute this winter, conducted by Mrs. Anne Livingston of the National Recreation Association. A sign of progress is a request from our children's hospital for a course designed for ward nurses.

One group of Junior League members is particularly versatile in teaching puppetry. They have taught fifteen boys—nine, ten and eleven year olds —to make marionettes, build a stage, write a script and manipulate the puppets. The boys trouped with their play for a year. The whole project was written up in a handbook so that others may follow the experiment.

Perhaps we are indulging in wishful thinking, but it begins to look as though we have a success on our hands. People from every agency, schools and churches attend our classes. The response of the groups is carrying all of us along to a much higher standard of group leadership.

"Explanatory lectures go in one ear and out the other . . . "

Junior Stamp Club Activities

Bevier Butts

A City Recreation Director recommends the use of special activities to encourage junior stamp collectors.

INVARIABLY, WHEN YOU talk to a senior philatelist about junior collectors, he will say, "Yes, we should do everything we can to encourage and help our junior collectors because they will be tomorrow's senior club members"; but, in most places, very little is done about them.

Four years ago, the Playground and Recreation Board in Waukegan, Illinois, started a program of junior stamp clubs in the grade schools. After the first year, the Lake County Philatelic Society took on co-sponsorship—the board providing the leadership, and members of the society assisting in contributing necessary materials, in giving advisory service, and in serving as judges for exhibits.

Meetings of the stamp clubs are held on the same day and the same week, once a month in each school. More frequent sessions are desirable, but the department schedule does not permit them. We try, therefore, to encourage each school club to schedule meetings of its own, either weekly or bi-weekly, taking care not to conflict with the regular monthly meeting. For publicity we provide each school with a mimeographed poster listing dates for the entire season; and, in addition, principals circulate a reminder to all collectors on the day prior to the meetings. Officers of each school club also serve as promotion members.

Regular features of the clubs include the usual trading among members; assistance in identifying stamps, answering questions; and our always present "mystery box," in which we put contributions from senior club members, occasional packet material, and slightly damaged copies of better stamps which include slight thins, back creases which do not detract from the appearance of the stamp, bent perfs, and the like. Each junior member is given the privilege of selecting from fifteen to twenty-five stamps, depending upon the supply and quality of the material. Considerable junk is often mixed in purposely to eliminate any "grabbing" that may result from the need to look over the material zealously to find desirable stamps.

Most children know very little about stamps and stamp terms. We have found that explanatory lectures go in one ear and out the other, without even a slight pause, in most cases. So, in addition, we schedule the following special features which are always popular:

SPELL DOWN—We ask the first player a question and, if he answers correctly, he gets a stamp and stays in the game. If he misses, he is "spelled down." The one who remains in the game the longest receives a small prize, in addition to keeping all the stamps won previously. If we select teams, we give all the members of the winning side an extra stamp.

MOVIES—These provide another painless way of learning stamp collecting. Recently, two movies were secured from the National Federation of Stamp Clubs. One was titled "Philatelically Yours," and the other showed the printing of stamps at the Federal Bureau. These were very good and offered an interesting program.

PERPETUAL EXCHANGE—A mixture of stamps is taken from club to club. Members have the privilege of exchanging their duplicates for stamps of relative value in the exchange lots. Exchange, however, has to be approved by the director so that the quality of stock may be kept up to desirable standards.

DOUBLE OR NOTHING—We obtain several packets containing French Colonials—which children love but which are very cheap, especially if they are bought wholesale—and prepare a set of questions on stamps and stamp language. For the first question answered correctly, and this is an extremely simple one, the contestant is entitled to take one stamp and stop, or take a chance on winning two stamps on the second question, four for the third, and so on, until he reaches the sixty-four dollar question — or, rather, the sixty-four stamp question. If any question is missed, all stamps previously won are lost, as clearly explained by the term Double or Nothing. Incidentally, we occasionally have had to relinquish sixty-four stamps but, in most cases, contestants either stop while they are winning two or four stamps, or become too ambitious and lose everything.

PLAY-MONEY AUCTION — A rather desirable lot of stamps are contributed each year by members of the Lake County Society for this auction, in which children are given monopoly or other play-money. Each one receives the same amount and may bid as much as he wishes. No real money is accepted, although often offered, and when the play-money is gone, the bidder is out of the game. Invariably, some smart boys or girls will not bid until the others have spent all their "money," and then they buy almost at their own prices. In such cases, we usually set a favorable, but fair, price on stamp lots and the last minute bidder must pay the "asking" price or we refuse to "sell" him the lots.

GRAB BAG—At Christmas, each member brings a packet of stamps, or three different packets if he wishes—in accordance with requirements set up by the members themselves. All stamps are then thrown in a box, members reach in and "grab" in turn. If anyone gets back his own stamps, he has to keep them unless he finds someone with whom to exchange later. On the face of it, this doesn't seem right, but as one senior member said, "If you get your own back, and are not satisfied, it serves you right for not bringing better material."

"We use commemorative stamps on all office mail going out and on any envelopes to be returned. If you are not a stamp collector, as I happen to be, you will not know the importance of this procedure to a collector who, for some crazy reason, is always made very happy when he receives a letter containing this type of stamp, even though he may have a hundred like it.

"We also buy sheets of all new commems and advise every child to get a block or single, at least, of all new stamps. Most will not remember to go to the post office, which usually has them on sale only a very short time. We assure the children of the opportunity of getting these new issues at face value. They can't lose, as they can always use them for postage, and there is a fairly good chance that the value will increase in years to come. Also, as they grow older, many want to get blocks and mint copies, and it is a wonderful feeling to have bought them at face."—Bevier Butts.

MOUNTING CONTEST—Blank album sheets, with hinges, are distributed to each member. From a box of stamps, known as "mixture" material, members select stamps and are given a certain length of time to mount them according to individual tastes. A prize is given for the best design, which is selected by a majority vote.

CITY-WIDE EXCHANGE—At some time, in each club, members usually reach a point where they can no longer trade with each other. So periodic meetings are held, usually on Saturday, at some central place, where all members are invited to bring their duplicates and meet other members. Here they may also buy special stamps if they wish.

INTER-CITY MEETINGS — At least once each year, we try to schedule an exchange meeting with another city. We have seen a boy go down with a packet of stamps and no money, and come back with more duplicates and forty-two cents. Another may buy a stamp from a member in the other city, and make a profit by selling it back to another member of that same club. Some remarkable bargains are made, but each junior collector goes home happy in the thought that he has had the best of the bargaining.

FEATURE SETS—Through our wholesale dealings, we frequently buy unusually attractive stamp sets and then sell them, at cost, to collectors.

APPROVAL ADVICE—We don't agree with those who say that children have to learn the hard way. We frankly tell our members to blacklist the companies that blow up a set costing a nickel wholesale and sell it for fifty cents, that charge six cents for a flashy new issue which wholesales at a half-cent or less, and that ask two or three cents for a damaged copy of a stamp wholesaling at twenty cents a hundred. We suggest that all junior collectors seek the advice of their club director, or some senior member, in order to become acquainted with one of the many reputable dealers instead of being exploited by the few unprincipled companies.

DOOR PRIZE—Several thousand stamps put on school room tables or desks get scattered or lost during meetings, in spite of every known precau-

tion. It was always a problem to get the children to tidy up and leave the school building at the time specified by board rules, until we hit upon the idea of having a prize drawing to conclude each meeting. This takes place only after all the stamps are back in the boxes, and everything in the room is in order. The method of drawing is varied each time, to add more interest.

With contributions from senior members, and judicious buying of French Colonials, Chinese, Austrian, Hungarian, and other recent sets which look wonderful in an album, but are really very inexpensive, our junior stamp program requires very little actual cash outlay per school. Within one year's time we have interested about 500 boys and girls in the "king" of all hobbies. How serious is their interest and and how many more will join will be learned in the near future. We have not been able to extend our program to the high schools. That is a goal yet to be attained.

Ingrid Bergman Says:

CHILDREN NEED TO PLAY ACT

Play acting is a good way for the child to get rid of inner tensions. It can help improve his speech habits, bring increased sympathy and understanding of others.

Reported by
Catherine C. Edwards
Parents' Magazine, December 1948.

DO YOU REMEMBER the play acting in "Little Women"? Jo wrote the plays, of course, and acted the obstreperous villains, for she had tremendous energy to work off. The other sisters seemed to need this outlet less than the intense Jo, but they went along for the fun. Later, when they became acquainted with the boy next door, Larry, he joined in the theatricals.

It is play acting of this spontaneous sort that Ingrid Bergman feels is important in the development of a child's character and personality. But because Miss Bergman lives in Hollywood, where she sees thousands of mothers coercing children into seeking early professional careers—usually before the child has even demonstrated that he wants to act or has a talent for it—she tempers her enthusiasm for letting children act by warning against making self-conscious little show-offs of them.

It was on the set of "Joan of Arc" that Miss Bergman, looking no more than nineteen in Joan's soldierly armor, had stopped to chat in her everyday role of the mother of a nine-year-old daughter. Because of her own memories of a childhood in which play acting was frowned upon by the uncle in whose home she lived after the death of her mother and father, Miss Bergman very much wanted to tell other parents about the advantages of dramatic play for children.

"Most children like to make up little plays," she began. "I know my daughter, Pia, does. And when I was a child, even before I could read, I

used to act out fairy stories and plays of my own. Later on, when the world of children's books became mine, I played everything from intrepid adventurers to princesses who pined in towers. My father encouraged me, because he believed in developing my imagination and gift of expression. But later, when I went to live with relatives who thought acting was foolish and impractical, I used to turn on the phonograph and go through roles with a loud record playing, to keep my acting a secret. Certainly this indulgence in make-believe stimulates the imagination and helps it grow."

Miss Bergman believes that parents can help give value to a child's play acting if they are tactful about injecting a bit of speech training and if they realize that a stage can be a painless training ground for poise and assurance. "It is just as easy to form good habits of speech as bad ones. It is quite as natural for a child to say 'don't you' as 'doncha'," she explained.

"It makes sense to children when they are told that in order to be understood by an audience, even if it is only a few neighborhood children, they must finish each word before they begin another. And that is the basis for good diction." Asked if this insistence on one word at a time makes for slow, affected speech, Miss Bergman said that, on the contrary, it soon becomes second nature to separate your words once you've acquired the habit. Then you can speak quite fast without making a blur of half-finished sounds, as do those with indistinct diction, often becoming intelligible.

Miss Bergman agreed with us that if there were only some statistics to show how many job opportunities for beginners had been ruined by slovenly speech, parents might be more aware of their responsibility toward their children's voices and ways of expressing themselves. A personnel director may not explain just why a job is no longer available. He may simply say, "We've decided we need someone with more experience." He doesn't say, "Your harsh voice would get on the nerves of the other people in the office"—or, "If you can't do better than mumble, we can't take a chance on you."

"If you asked some parents what is wrong when a child says 'Gimme 'n apple'," Miss Bergman imitated delightfully, "they would probably answer, 'He didn't say please.' It is natural, of course, for parents to want politeness from their children, but it is too bad when they don't take time to correct poor diction as well."

We particularly liked Miss Bergman's next statement—that play acting, especially if it continues through a period of instruction, teaches children to listen. "A good dramatics director teaches children not to concentrate entirely on their own cues and speeches, but to grasp what the other character is saying and react to it. This quality of being a thoughtful, interested listener is of the utmost importance. So few adults know how to listen intelligently."

RKO RADIO PICTURES, INC.

Ingrid Bergman, as Joan of Arc, is playing the part she dreamed, from childhood, of some day creating.

Anyone who has ever watched children acting out a scene can almost feel their concentration. Miss Bergman declares that this habit of close attention cannot fail to carry over into the child's mental makeup. "Children learn to visualize a scene as they are speaking," she explained, "and keep their minds on scene and character to the exclusion of everything else. That means learning to concentrate on the job at hand."

But it is in developing a sense of fun, in learning to appreciate the ridiculous, that Miss Bergman sees one of the most priceless gifts of dramatic play. A little boy of the star's acquaintance, a very serious seven-year-old, was given the role of Jo-Jo, a funny bird, in a school play. It seemed to release something in him. He entered wholeheartedly into mimicking and found out what fun it is to make people laugh. Jo-Jo not only helped him develop and express his sense of humor, but to relax and get along with people.

This assuming of the characteristics of the person they are playing is one of the most broadening by-products of children's acting. "Children learn through acting to identify themselves with other persons," Miss Bergman said. "When my daughter, Pia, is playing the role of Snow White,

she knows she is representing a quiet, gracious and good little girl. She tries to act and think as Snow White would have. This forgetting of self for the moment and thinking from the point of view of another person is invaluable in creating that elusive emphathy which is necessary for a warm, understanding, kindly personality." The same thing is true of courage. "Children feel brave when they are playing a brave character. A new conception of a courageous self becomes theirs when they impersonate a fearless knight."

But aside from the creative force of dramatics in building character, in developing the imagination, and in expressing the child's inner self, there is the wonderful release from his own tensions that play acting affords the child. "I've read a great deal in recent years about encouraging children to paint freely because they so frequently illustrate, and thus objectify, their secret or unconscious fears," commented Miss Bergman. "This is certainly just as true of acting, though I grant you that it may be the less inhibited children who choose this method of throwing off their torments. In either case, it is losing himself in a consuming interest that helps the child, and it is what he paints or what he acts out in these moments when his guards are down that helps the understanding parent glimpse the child's inner needs—the ones he can't express directly.

"Of course, much of a child's acting is just the sheer joy of imitating. Thousands of little boys who think they are Roy Rogers when they gallop around on a stick aren't all working off their indignation over being little in a grown-up world. They're just having fun. But even this foretaste of being a man—and a popular hero at that—contributes to their growth.

"After all, children's acting might be called animated day dreaming," Miss Bergman summed up her thoughts, which were so plainly musings on her own experience that she wanted to pass on something concrete, "and day dreams, if not carried to excess, may be good safety valves as well as storehouses for later creative expression. The danger in them is the withdrawal into the self which can become so much more pleasant than the effort to be one's self in a real world. Play acting is one first step, and a very effective one, in translating day dreams into something we share with others. This lessens the danger of self-absorption and, at the same time, encourages creative effort."

Preserving the creative spark in children should be one of the most dedicated tasks of parents. A great talent, such as Ingrid Bergman's own acting gift, can't be smothered by disapproving adults. But lesser gifts, which may never grow into professional artistry but are, nevertheless, vital to the child if he is to develop into a happy adult, can be lost through parental indifference just as easily as through outright opposition.

TELE-HANGOUT

F. Edward Biertuempfel

"SO THAT'S HOW he looks!" "They really did throw that cream pie!" "What a beautiful dress she's wearing!" These are but a few of the comments that may be heard almost any day of any week as high school youngsters in Union Township, New Jersey, gather at their favorite rendezvous, Huckles' Hangout, to gaze intently at the television screen.

The giant set, with its reflected screen as large as the page of a newspaper, was presented to Huckles' last September by the Kiwanis Club of the township. Thereupon, our Department of Parks and Playgrounds prepared a room for use as a television theater, seating more than 100 spectators. The ceiling was decorated to resemble a blue sky and special scenes and effects were painted on the walls in harmony with our theatrical theme. The television set is arranged on a miniature stage, set back against the wall for better contrast with its surroundings.

Programs are listed in advance, and advertised, so that the teen-agers can make a selection. From eight to nine p.m. there may be special motion pictures or vaudeville telecasts which will attract the girls. Possibly, the next hour will feature barn dances, plays, comedy acts and other entertainment which will have general appeal. The following period may offer boxing or wrestling matches which, of course, draws an enthusiastic audience, predominantly boys.

We try to present the programs which we feel will interest all our teen-agers; and attendance in the theater on Saturday nights, and at other times when particular programs are on the schedule, indicates that we are succeeding. In fact, the television theater is drawing such gatherings that, before long, we may find it necessary to expand our seating facilities.

An Interesting Job

MR. HOWARD JOHNSTON, Fellow of the National Recreation Association in 1937, asserts that his is the most interesting job an American could be doing today in blockaded Berlin! Many people will likely agree—particularly those who share Mr. Johnston's fondness for people and problems. As Chief of Higher Education, Office of Military Government, Berlin Sector, he is daily called upon to deal with scores of questions that confront German teachers and students in their struggle for rehabilitation in this currently most-spotlighted of the world's cities.

Mr. Johnston studying map. Candles used after dark.

"With the blockade," he said, "certain technical problems, which otherwise would have been minor, have become severe—problems such as allocating precious coal (all of which must be brought in by air), procuring clothing for thousands of needy students and teachers, and getting just a little electricity for specialized departments needing it desperately on these dark winter days, when night falls at three o'clock.

"Specifically, my job is to supervise the working out of technical problems in all institutions of higher learning in the American sector of Berlin. These include four institutions of college grade, as well as forty scientific institutes which deal with both education and research.

"And last, but not least, the new Free University of Berlin has come into the picture—one of the most gratifying indications of democratic German initiative to date. The Free University came into existence under circumstances unique in academic annals. It grew, literally, beneath a sky busy with 'vittles' planes, out of much of the same necessity. Most amazing, it became a realization only six months after the inception of the idea.

"I want to stress, too, that the entire project stemmed from the Germans—particularly German students—themselves. . . . It was only after the new Free University had been set up that they asked American Military Government for aid. I think the biggest service we were able to offer them was simply our help in getting the various interested German groups together to coordinate their own ideas and activities. But we also helped them secure necessary funds, coal, food, transportation for staff and supplies, books and periodicals, and materials for rebuilding. I must say I am proud to have had the opportunity of working with students, professors, and civic leaders on this project."

Mr. Johnston was largely responsible for the development of the Wannsee Center for Youth Work a year ago. "While working with German children," he stated, "I came to realize that their present needs would surely grow into others that could be met only with adequate facilities for higher education. This job, if it is to succeed, must be a continuing process. We don't give orders. Our task is to guide and assist. And I think it has paid. I am continually impressed—now more than ever before, in the face of the special problems brought on by the blockade—with the enthusiasm, idealism, and initiative of the city's youth. They don't have to be pushed. They are hunting for something, and it is up to us to help them find it by showing them how democracy works."

Mr. Johnston received his AB degree, with a major in sociology, from Coe College in Cedar Rapids, Iowa, in 1935, and his MA in political science from Columbia University in 1947. He had earlier pursued graduate work at the University of Chicago. From 1937 to 1939 he worked with the Department of Public Recreation and Adult Education in Milwaukee, Wisconsin, serving as the Fellow of the National Recreation Association in 1937; after which he became Superintendent of Public Recreation in Centralia, Illinois. He entered the army as a private in 1941, came out a major.

DANCES OF OUR PIONEERS

"Square dancing is not hill-billy. It is, and always will be, up-to-date."

R. Bruce Tom

WITH THE INCREASED interest in reviving the dances of our pioneers, there appears to be a tendency, on the part of many dancers and leaders as well, to leave out some of the fundamental elements that make for real fun, sociability, and style. Beginners may be inclined to farce the figures and to consider style as an unnecessary ornament or affectation. The fallacy of this can be readily seen by comparing "finished" dancing with the careless, vulgar, and rowdy type. Real style is not an artificial thing; it is doing things in a finished, natural way.

Suggestions for Dancers

LEARN what the dance terms mean. EXECUTE all calls as given and in time with the music—many dancers leave out address, honor or balance. STAY with the caller. BE READY to improve individual style. ENDEAVOR to learn new calls, new steps, and when you learn one new dance, do at least three old ones better. NEVER let it be said, to your shame, that square dancing was a thing of beauty until you began to "swing" it.

Some Dance Terms and Their Meaning

ADDRESS PARTNERS — Four counts, partners face each other. The gentleman, with both feet together, hands at sides, bows to the lady while the lady does a curtsy. Each keeps the eyes on a level with the other in executing this figure.

ADDRESS CORNERS—Four counts, in the same manner as the above. The gentleman faces the lady at his left and the lady faces the gentleman at her right. "Honor Partners," or "Corners," is done in the same manner.

ALLEMANDE LEFT—Eight counts, each gentleman turns to the lady on his left, takes her left hand in his, puts his right hand at her back, and turns her once around, both falling back to places. This call usually precedes "Grand Right and Left," but is a separate call, and may be given in many different ways, such as "Left Allemande and a Right Hand Grand," or "Left hand lady with left hand around and right hand to your partner and Grand Right and Left," or "Allemande Joe and around you go."

ALLEMANDE RIGHT—Each gentleman passes behind his partner and turns the lady on his right once around with his right hand. He then returns and turns his own partner, with his left hand, once around in place.

BALANCE — Four counts — a) Partners face each other and each takes two steps back and two steps forward. b) Partners face each other, each takes a short step or slight hop to right on count one, swings left foot across in front of right, and points toe of shoe downward on count two; repeat left, two counts. (a and b are usually followed by the swing.) c) Balance four—sixteen counts. Two couples face each other, partners join hands and walk or "Chasse" across to opposite side and back to place without turning. The gentlemen pass back to back. d) "Balance" to next couple at the right. Partners join inside hands and walk to next couple on the right and execute balance step as in a or b.

CHASSE—A gliding step with either foot pointed in the direction desired. If to the right, the right foot glides, the left is drawn to it in a closed position and this is repeated as often as desired.

CAST OFF—a) Longways—may mean to go below next couple or to go to foot of the line. b) Quadrille—"Cast Off Six" or "Down the center and divide the ring." Lead couple walks down center and between the opposite couple. The lady turns right and the gentleman left, and they walk outside the set and return to their place. c) "Cast Off Four"—couple walks down center and lady walks through space between the left hand and the opposite couple; walking behind these couples, they return to place. d) "Cast Off Two"—couple walks down center, the lady goes between the right hand couple and the gentleman between the left

Teen-agers are square dancing from coast to coast; some groups using costumes. Below: Jefferson County, Kentucky, boys and girls.

Old-time dances have beauty and rhythm of movement. Above: Norfolk, West Virginia, dancers.

Coming through "London Bridge" is always fun. Teen-age square dances are popular on San Diego playgrounds.

hand couple, and they return to place.

CIRCLE—May be done with any number. In square dancing it is always done to the left unless otherwise called.

DO-SI-DO OR DOS-A-DOS—a) Right shoulders—dancers face and walk around each other back to back, without turning, into place. b) Left shoulders—same as before, only dancers pass left shoulders. It adds dignity to this figure to have the dancers fold their arms across their chest.

GRAND RIGHT AND LEFT—This may be done either in quadrille or large circle formation. Partners face, bow and give right hands to each other; pass to next and give left hands; on to the next and give right hands, and so on around the circle until they reach original places; or until the next call is given. The gentlemen walk counter-clockwise, and the ladies clockwise. Variations: When partners meet halfway around, they promenade back home, going in the direction the gentlemen were walking. With an elbow swing, dancers hook elbows and swing completely around each time. Call is "Grand Right and Left with an elbow swing."

LADIES CHANGE OR LADIES CHAIN — Two couples are facing each other. Ladies walk toward each other and give right hands; passing by, each gives her left hand to the opposite gentleman who turns her half around so that she is on his right, the gentleman backing into place. They return to original partner in the same manner. When they do not return, the figure is called "Ladies Half Chain." In "Ladies Double Chain," or "Ladies Grand Chain," the four ladies join right hands across in center, forming a star, and circling one half. Then each gives her left hand to opposite gentleman and turns, as in "Ladies Chain." They join right hands in center, circle to place and turn partner to place as in "Ladies Chain."

PROMENADE—a) Partners link arms, lady's left in gentleman's right, and they advance around the set with walking or "Chasse" steps. b) Hands may be joined skaters' fashion. c) Partners may join left hands in front and right hands over the lady's shoulder. Gentleman's hand should not ride lady's shoulder.

RIGHT AND LEFT—a) "Right and Left Four" is done by two couples facing each other; couples advancing with walking step, meet each other, separate and pass through, gentleman on outside. After passing through, each gentleman takes the lady's left hand in his and turns her half around to opposite couple's place. Repeat back to place. This call is frequently given in combination with "Promenade Across," thus—"Half Promenade and Half Right and Left." Sometimes, in advancing around the set, they "Right and Left" one half, passing through once only. b) In "Right and Left Six," couple leads to right, circles four half around, faces as in "Right and Left Four," passes on through the two couples directly in line. Six persons go through the movement instead of four.

SET—a) Square or Quadrille—four couples facing in a hollow square which is approximately seven feet across. The lady is always on the gentleman's right; head or first couple nearest the music. Couples are numbered around set counter-clockwise. This is to the right as they face the center of the circle. b) Longways—couples are arranged in two lines facing each other, generally with gentlemen on one side and ladies on the other. Six couples usually constitute a "Set," although some "Sets" may be "longways for as many as will." Head of "Set" is nearest the music, and the lady should be on her partner's right as they face the band.

STAR—a) With right hand, four people join right hands and circle with dance or walking step. b) With left hand, they do the same as above, only this time they join left hands and walk in opposite direction. c) "Star" with eight hands—two couples face, joining both hands, one couple with hands on top. Circle left all the way.

SWING PARTNERS—Done in waltz position, the gentleman holding his lady at his right. The "Swing" is a whirl, partners keeping right foot side by side, pushing with left foot. Partners lean away from each other in the swing, the only bodily contact being the arms. Either a pivot or a walking step may be used.

Good Country Dancing

Good country dancing depends on at least three main elements. The *caller* must be understood by the dancers. His voice must be clear, distinct and with good volume and carrying power; he must have a sense of rhythm and call in time to the music; he must keep all dancers in unison as to execution of figures, and be interested in improving not only his own techniques in calling, but in encouraging the dancers to improve their techniques, for he is always a teacher. The *music* is not to be played by a jazz band orchestra, but by stringed instruments—a good piano player with a real sense of rhythm can furnish satisfactory music, and the musicians should know a variety of tunes and play them in proper tempo. The *dancers* are interested in having a good time; they must have a desire to learn new dances and to improve skills.

From a bulletin of Ohio State University, cooperating with the U. S. Department of Agriculture, Agricultural Extension Service.

Writing Is Fun

Lillian Brand

WHETHER YOU EVER sell anything you have written or not, it is fun to create a short story. In real life you cannot influence people's actions very much, and there is nothing whatever you can do about Uncle Ben or the woman next door. But on paper you can do just as you please with your characters! In fact, if Uncle Ben is worse than just a harmless eccentric, you can have him murdered for his vile temper, his meanness with money, his slandering tongue.

Now, who could have murdered Uncle Ben, and why? Give your murderer strong motives, and a good brain with which to cover up his tracks, and go on with your story. Two or three others, possibly yourself, may be accused of murder. After all, you and Uncle Ben were heard arguing violently the morning before his death! Use paper as a safety valve, and let your imagination go to town. Release of pent-up emotions is one of the greatest values in writing.

Just try seeking release from tension, by writing, the next time you quarrel over the use of the family car, or Sally's spending too long in the bathroom. If you can add a humorous touch, your writing may relieve feelings of frustration for the whole family by making them laugh at themselves.

Perhaps you feel that you know things which would help other people have fun or enrich their lives. There is that excellent campfire meal you cook on fishing trips, or the money you earned in that small garden space by growing bulbs for the market, or your knack of taking excellent baby pictures, which you wish to pass on to other people. When writing directions for doing these things, make them so clear that any group of boys who have never cooked before can be successful with your camp meal, that anyone who has never grown bulbs can do it your way, or a young mother who has never handled a camera before can take her child's picture.

After friends have tried out your directions, and you know that they are workable, type them—double spaced, with inch or more margins all around. Place your name and address in the upper left hand corner, approximate number of words in the right hand corner, and send the manuscript to a suitable magazine. Obviously, the article on bulbs will go to a garden magazine; the directions for the baby pictures to a magazine on photography or on hobbies. Study magazines at local newsstands, or at the library, to find suitable markets for anything you may wish to send out. Also, notice the length of the articles in the magazine to which you wish to send material, and write yours similar in length and style to those published. Editors who never publish anything longer than fifteen hundred words do not wish manuscripts containing three thousand words.

If you want your article returned, be sure to enclose a stamped and self-addressed envelope. If the first magazine cannot use your offering, perhaps another of the same general type will.

If you feel that you do not know the language well enough to write, you probably are overly modest; but if it would give you more confidence, buy a good grammar and study it. If you present a good sound idea, the editor will correct your mistakes. Just remember that clear, concise directions are the important thing.

Perhaps you wish to write something longer than "how-to-do-it" articles, which are the easiest things to sell. You feel capable of entertaining the family with chapters from the life of delightful old Uncle Dick, who worked in the basement of your childhood home inventing weird contraptions—a bicycle that could be worked on sea or land, something to open soft boiled eggs without burning the fingers, other things you recall. With a little research into his life you may even feel sure that you can write as entertaining a book as "Life With Father."

Perhaps you can. Get up an hour earlier in the morning, or steal an hour sometime in the evening. While you are struggling to get Uncle Dick onto paper you'll be too busy to worry about unpaid bills, or to be bored with life. What if editors and publishers never appreciate your writing? You have had fun doing it, haven't you?

Helpful Tools for In-Service Training

Applicable to all recreation departments are these questionnaires, used by the San Francisco Recreation Commission for evaluating procedures and self-rating of staff members. Reprinted from their 1947 report of recreation in housing developments.

As a tool for in-service training it has seemed wise and helpful to provide, periodically, specific methods for evaluating procedures and for self-rating of staff members as well.

The following questionnaire motivated discussion periods at several staff meetings. It is made up of excerpts from an article by Mr. Hedley Dimock which appeared in Recreation, December, 1936. (We decided to include a reprint of this section as a "refresher" for those who have forgotten it.—Ed.) Each director was asked to consider every question carefully and *to formulate an answer for himself in the light of his present experience.*

Questionnaire Number 1

"Effective education for leisure makes definite demands upon every leader. It is not the automatic result of programs of recreation activities. Objectives must be clear. We must know what specific things we are attempting to accomplish; we must provide the kind of leadership, as well as the kinds of activities and resources, which will have some chance of achieving results which are consonant with our aims and our claims. The characteristics of an adequate program of education for leisure are indicated in the following questions:

1. Are the interests or activities engaged in capable of persisting on the adult level?
2. Is the interest of the individual in the activity or the experience itself?
3. Does the individual secure from the activities a sense of progress, mastery, success, and achievement?
4. Does the individual secure encouragement, social recognition and approval through his participation in the activity?
5. Does the person have a sense of belonging to and being important in a social group?
6. Is there a distribution of experiences among physical, aesthetic, intellectual, and social types of leisure pursuits?
7. Do some of the interests or activities give an opportunity for a creative expression of the self?
8. Are the activities healthful? Do we guard against physical and emotional strain?
9. Is the individual developing a variety of interests and resources which help him to meet all types of situations readily?
10. Are individual differences in interest, aptitude, age and capacity recognized and provided for?
11. Does the activity lead the person into a richer context of meaning?
12. Are resources being developed within the individual for active and self-propelled leisure enterprises?
13. Is the individual encouraged to start some new things as well as to continue those things in which he is now competent?
14. Is the individual learning to appraise and to appropriate wisely the resources in his community for a fruitful use of leisure?
15. Do some of the activities provide the individual with genuine emotional release?
16. Does the activity make the individual a more sensitive and intelligent participant in the task of creating a better social order? An effective education for leisure will develop persons who will help to remake life at the points of its deficiency.

"The recreation leader is professionally efficient when he is thoroughly competent in self-analysis self-criticism, and self-improvement."

The improvement of leadership at recreation centers and playgrounds is effected only as each member of the staff himself feels the need of self-improvement. There are very few who do not desire to improve in their recreation leadership. The first step toward improvement is a rigid self-ex-

amination through which each one may see himself as he is, in the light of what he should be. After such an examination, every conscientious staff member will put forth a determined effort to strengthen the weak places.

The following self-examination outline, adapted from one made by Mr. Frank Ballou in the field of education, was discussed at least once a year at a staff meeting. Each staff member was asked to subject himself to rigid self-examination, self-criticism and self-improvement in the light of this inquiry.

Self-Examination Outline

These questions are not asked for the purpose of obtaining written answers from staff members. They are asked to help each person make a self-examination to find ways of improving. It is hoped that each may profit by answering these questions for himself or herself.

A. Personal Characteristics

1. Is my personal appearance as good as I can make it?
2. Am I careful to keep myself in as good physical health as possible?
3. Is my manner natural and sincere rather than affected or assumed?
4. What mannerisms have I that should be overcome?
5. Is my voice well-modulated?
6. Is my speech so well enunciated that I am easily understood?
7. What traits are there in my disposition that I should hold in check?

B. Ability as a Recreation Leader—Management of the Playground

1. Have I done all within my power to make my center an attractive place in which to spend many hours each week?
2. What methods do I employ to publicize recreation activities?
3. What methods do I employ to have readily available, and in good condition for recreation purposes, all appropriate and needed materials?
4. Is the ventilation in the building as satisfactory as I can make it?
5. Are chairs and tables properly adjusted to the persons using them?
6. Is the lighting in rooms used for reading or handcraft as effective as I can make it?
7. Is my program developed with the assistance of those who participate in it; for instance, is it developed with the children and adults rather than for them?
8. Do I formulate specific objectives for each day's activities, for each week's program, for special days, for the different seasons? Are my aims specific? Are my objectives apparent in the organization of the activities at my center? Does each month and each year bring about vital progress and interesting changes in playground activities?
9. Is the program on my playground and in my center mentally and physically stimulating and socially sound?
10. Do I show a knowledge of each activity?
11. Do I lead those who come to my playground or to my center to accept responsibility?
12. Do all who come to the playground have an equal opportunity for participation in the various activities?
13. Do I encourage self-activity on the part of all who come to my center?
14. Am I distributing my attention judiciously among all who come to my center so that each receives the largest possible value from my services?
15. Do I, within necessary limits, provide activities for all age groups—for boys and girls, for men and women?
16. What evidence is there that those who attend my recreation center are increasing in the power of self-control and initiative? Are they learning to solve their own difficulties? Do they attack hard problems gladly or do they want help in every little difficulty? Do they evaluate results?
17. Is my leadership such that there is inculcated in those whom I serve the desire to learn, to render some valuable service, and to be somebody worthwhile?
18. Do I show a general knowledge in other fields, in varied subjects, in current events?
19. Do I have leisure-time pursuits that are vital to me?
20. Do I regularly read and study new books, magazines and general literature pertaining to the field of recreation?

C. Management of Center Discipline

1. Do I secure good order by the best methods?
2. Do I know that my ideal of orderly behavior is a worthy one?
3. What evidences are there that my patrons are acquiring good physical and mental habits?
4. Do I lead or command people in maintaining proper order?
5. Do I work with persons at my center for the purpose of developing standards rather than personally issuing rules and regulations?
6. What specific examples show that those who attend my center are learning and developing self-

Anyone can become a storyteller by giving a little time and thought to this oldest of the folk arts.

control?

7. Do I find more difficulty in handling groups at closing time than during activity periods?
8. In what ways is a responsive and cooperative spirit among the children and adults shown?

In general, what am I, as a recreation leader, doing; what am I doing it for; and why am I doing it in this particular way?

An annual composite overview of several phases of recreation services, procedures and facilities has been helpful. The following questionnaire is a copy of one used early in 1946.

Questionnaire Number 2

To recreation leaders in housing developments: Your thoughtful, frank consideration of an answer to the following questions will be deeply appreciated and most helpful.

1. Unsolved problems faced by recreation leaders in San Francisco Housing Developments.
2. Major difficulties that have been overcome.
3. What is your most pressing problem at the present time?
4. Is the physical environment satisfactory?

Indoors:	Yes	No	Why, if answer is no
for small children	....	....	.....
for teen-agers	....	....	.....
for adults	....	....	.....
men	....	....	.....
women	....	....	.....

5. Are the supplies and equipment available to you adequate to meet recognized needs? What materials are unsatisfactory?
6. What changes or adaptations in the administrative setup would facilitate your work and program?
7. Do you find the Wednesday staff meetings helpful? Why?
8. Would you prefer to have them scheduled once a month rather than every two weeks? Why?
9. Do you feel that the "Activities Guide" now being developed will assist you in attaining the minimum goals—and more—to the extent that it justifies your intensive participation in its formation and development?
10. Would you prefer to have a complete "Activities Guide" placed in your office for your reference, rather than to participate in its development? Why?
11. Do you have suggestions or criticisms of any phases of the recreation program in housing developments that might be helpful or informational? If so, please feel very free to list them below.

New Athletic Field

HIGH SCHOOL FOOTBALL teams and other sports-minded youths in Akron, Ohio, will soon have a new athletic field on which to demonstrate their prowess—thanks to Reverend William Gosgrove of St. Vincent's High School, and other public-spirited citizens in the rubber city.

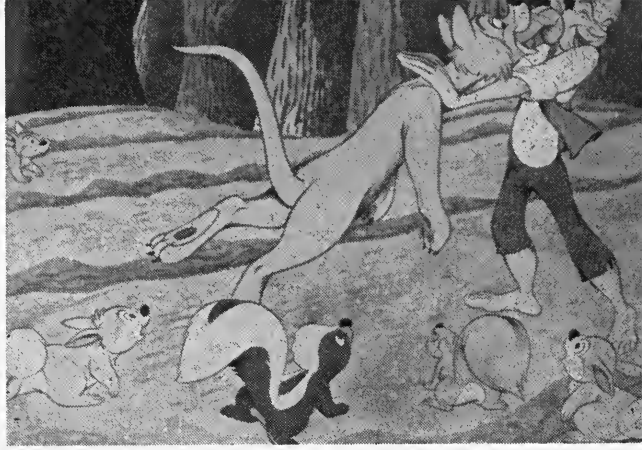
Acting together to help combat juvenile delinquency and to encourage interest in sports, the group first organized the Green Street Athletic Field Association, then recently sponsored a two-day football carnival to raise funds for a centrally located sports center to be used by youth athletic organizations. More than $6,000 was raised at the carnival, which was held on St. Vincent's school grounds. Eddie Wentz, coach at St. Vincent's for twenty-five years, was honored at special ceremonies.

The $6,000 raised by the group, added to funds previously contributed, leaves the association only $15,000 short of the $35,000 necessary to complete the new field. A new drainage system, which will keep the field dry, stimulate the growth of grass, and cut down damage caused by storms, has already been installed. Perforated vitrified clay pipe, manufactured locally, was laid two feet under the playing surface. A member of the city highway department supervised this and other engineering aspects of the project. He and other construction experts are donating their services.

An example of what can be accomplished by enlightened citizens and parents working together, the Akron project could well serve as a model to parents in communities everywhere who want their children to grow into healthy, useful adulthood.

New drainage system will keep the athletic field dry.

For Your Storytelling Corner



Walt Disney P

Johnny Appleseed

May 11, 1768—March 11, 1847

WHEN THE CLOUDS in the sky all turn pink at sunset, old timers look up and say "Johnny Appleseed's orchard is in bloom." And when hunters cut across the fields, or roam through the woods, they still come across old apple trees, far away from any farm, and they say "Old Johnny Appleseed must have been this way."

He was such a *little* man—small and not very strong. He was very quiet. He never argued or fought with anyone. He lived in Pennsylvania, back in the time when America was very young, and he had a little farm, full of fruit trees, and flowers and birds. His real name was John Chapman.

Pretty soon big wagons pulled by oxen began to go by his door. New settlers were on their way to the West. Johnny fed them, and watered the oxen, and thought, "I'd like to go, too."

So he did. He left his little farm, and he set off on foot, taking nothing with him except an iron saucepan to cook in, a spoon to eat with, a Bible to read—and a big bag of appleseeds. "They'll need orchards out there," thought Johnny.

He crossed the big Ohio River alone, in a canoe, and set out into the wilderness. In those days there were no roads. The only paths were the ones that the Indians used, or that animals had made. The forest stretched for hundreds of miles, and it was full of savage Indians, and bears, wildcats and wolves. Johnny carried no gun, because he didn't believe in killing anything. He walked into those dark woods barefooted and no rattlesnake ever struck him. He put his saucepan on his head for a cap, a feedbag over his back for a coat, and the sack of appleseeds over his shoulder. Somehow the animals knew that he loved them, because they say that birds flew to him, and sat on his shoulder. Squirrels and rabbits fed out of his hand, and deer just looked at him and didn't run away.

Even the Indians loved him. He'd walk into their camp, no gun in his hand, and he'd cure their sick by using herbs and roots. They called him "Great Medicine Man." Johnny's heart was so full of love that it never had any room for fear, so he came and went as he pleased.

When he'd meet up with a settler, he'd stay for dinner, but he'd never eat meat. "Animals are my friends," said Johnny. He never had any money, but he'd always leave appleseeds behind to pay for his food.

They used to try to give him clothes, but he'd always give them away. They tried to get him to sleep in a good bed, but he'd curl up on the floor, or go to the barn and sleep in the hay with the cow. And always he'd leave early the next morning. "I've got work to do," Johnny would say.

In the winter he went around to all the cidermills, collecting appleseeds. During the rest of the year he wandered all over the West, setting out his seeds, fencing them in, caring for them, and giving young trees and seeds to the settlers.

Often he'd warn settlers that the Indians were on the warpath. Once he ran for sixty miles to get reinforcements when the Indians attacked one of the small forts.

And so, for forty years, he traveled alone, and wherever he went, apple trees sprang up. Some folks thought he was crazy. Johnny didn't think so. "We are all brothers," said Johnny. And one day, when he was an old, old man, he came to the home of a friend, to spend the night. He was tired, and his work was almost done. The West was pretty well settled. So Johnny went to sleep by the fire—and he just never woke up.

Even today, old-timers out there look up at the sky when the snow begins to fall, and they smile and say, "Old Johnny's shaking the apple trees up there in heaven."

Who is Sylvia?

FROM ALL OVER the United States reports come in of charm classes being established because of requests from young girls, some of them about fourteen years of age. The bulletin of the Community Service Society of New York City for November 1, 1948, quotes some of the questions asked at one of these charm sessions:

"Is it wrong to try to look older than you are?"
"Aren't fat girls just as charming as skinny ones?"
"Why don't our mothers want us to use lipstick and fingernail polish?"
"What causes pimples?"
"What are morals?"
"Can't a tall girl look cute?"
"Why don't boys our age like to dance?"

The Community Service bulletin points out that the time comes when the young girls are interested in answering the question: "What's THAT WOMAN got that I haven't?" Or, in the more graceful phraseology of Shakespeare:

"Who is Sylvia, what is she?
That all our swains commend her?"

Sometimes adults are inclined to forget their own youth and to smile at some of these leisure-time groups that are organized in response to the requests of the young boys and the young girls themselves. However, it is interesting to note the young girls' definitions of why they think someone is charming. The bulletin quotes a few:

". . . her skin has a soft look" . . . "the way she wears her clothes" . . . "her hair-do, shiny as silk" . . . "the way she walks downstairs" . . . "you know how you feel when it's Spring—well, she makes me feel all warm and happy inside. . . ."

One girl named a classmate she found charming because: "She always speaks in a low voice—never high and shrill—and when she starts to say something, we all shut up and listen."

Not All Models Are Airplanes

Richard Rodda

Have you tried a modelling class? Here such a project for teen-agers—taught by a famous model and run by a recreation department—is actually a course in self-confidence and social integration. Local school people are very pleased with its educational aspects. Girls are enthusiastic.

SOMETHING NEW HAS been added to the recreation program in Teaneck, New Jersey. In the fall of 1946, the recreation department reviewed the line-up of activities and discovered, with some amazement, that boys and men were favored in the selection of activities offered. After all, it is simpler to organize and promote a basketball, softball or wrestling league than to set up activities for which leadership is more limited!

And so, a new program activity, for teen-age girls alone—that of a "Teen-age Modelling Course"—was decided upon; and the following regulations were worked out:

Girls must be not less than fourteen years of age; they must be members in good standing of the local teen-age social organization sponsored by the recreation department, called the "Little Brown Jug"; not more than fifteen girls may be entered in any one class; if a girl has three unexcused absences from the course she is automatically eliminated from further participation; since the class is held on a school night—Monday, 8:00 to 9:45 p.m.—if a girl's school grades suffer to any appreciable degree in any marking period when the course is held, she is automatically eliminated from the list of active members of the course.

In making the above decision, those in the department asked themselves three questions to help them determine the best activity to balance the recreation scale: What is the major interest of the teen-age girl; what is the second major interest of the teen-age girl; what is the third major interest

What girl has not dreamed of being poised, attractive? Teen-agers enjoy learning about good grooming.

The leader of the group is a popular New York model. Clothes in fashion shows are loaned by local shops.

of the teen-age girl? The answers seemed to fall in the following order: The teen-age girl's first interest is herself; her second interest is boys, or the degree to which she is accepted by other girls (What girl has not dreamed of being attractive, poised, popular?); and her third interest is in school and those of its facets which appeal to her.

Therefore, would not these girls enjoy learning the rudiments of good grooming, good taste in dress, correct behavior? This definitely determined, the first thought was to contact a major cosmetic firm and ask for a demonstration of how their wares might be used to best advantage by the teen-age girl. Then the thought occurred: "What about those parents who do not approve of cosmetics for teen-age girls?" So that idea was quickly abandoned. Someone then mentioned the fact that professional models might be interested in working with the local girls. The proximity of Teaneck to New York City (five miles) has advantages and disadvantages. One of the advantages is the fact that quite a few of the many topnotch professional models who work daily in New York make their homes in Teaneck. Some of these, when approached, were interested in doing what they could to help.

It was felt that, to achieve the popularity necessary for the successful promotion of the course, a title which promised "glamor" would be needed. Being satisfied that most teen-age girls would like to model, the title which finally evolved was simply "Teen-Age Modelling Course." It was also felt that the course would have to include more than the knowledge of how to walk or how to sell a dress or suit by wearing it.

A program was worked out for experimental purposes, the initial class to be the "guinea pigs." It included phases that could be important to any girl as long as she lives. Items such as "general etiquette" may not seem important to a teen-age girl who imagines her face or figure adorning every magazine on the newsstands, but this was included along with a class session recommending types of exercise for the individual, and such things as naturalness of manner and unobtrusiveness.

The schedule originally included six sessions of the lecture-demonstration variety, the classes meeting in the Town House, Teaneck's Community Building. Upon experimentation it soon was discovered that there was too much to be covered in so short a time; therefore, the course was extended to eight weeks, with the culminating point, the fashion show, to be held in the ninth week. The fashion show provides opportunity for class members to put into practice all that they have learned.

The present teacher and leader of the group is Betty Cornell, one of the most popular models of teen-age fashions today. Miss Cornell, a very pretty girl in her early twenties, meets with her class promptly and reviews the lesson of the previous week; then offers new material, the girls taking notes and following directions in the demonstration part of the session.

Much information of the garden variety is brought to light in the question and answer period. Miss Cornell shares her experience with the girls by explaining the procedures and pitfalls of modelling. When they ask the question, "How do I go about applying for a modelling job?" they are answered by one who has experienced just that.

Since the group is limited to fifteen girls, Miss Cornell has the opportunity of knowing them individually. This is quite essential since, before the course is over, she is required to recommend a basic wardrobe for each member. Miss Cornell's popularity as a teacher is attested by the fact that absentees are practically unheard of, and members linger after class to exchange idle gossip or to ask for personal advice.

As might be expected, the class is always overregistered. There are two classes each year—one beginning in September and ending in December, another beginning in February and ending in April.

The cost of the program is shared by the recreation department and the "Little Brown Jug." The department employs Miss Cornell as a part-time staff member. Expenses incidental to the fashion show are absorbed by the "Little Brown Jug" through its Board of Managers—a group of teen-age boys and girls responsible for its operation. These expenses include the building of props for the fashion show, such as a trellis or a set of stairs; paying for flowers for decorative purposes; providing music; providing refreshments—generally ice cream and cookies; paying the local photographer (for cost of materials); printing the invitations (five allowed to each class member without charge); and providing ushers, who are generally the girl members of the teen-age Board of Managers of the social club.

Clothes used in the shows often are loaned by the local shops for, since the fashion shows are held just prior to Christmas and Easter, and since the parents are on hand to see the girls model, it becomes an excellent advertising medium for them.

It is felt, in Teaneck, that some inroad has been made in helping to balance the scale of activities for the teen-age girl. The Recreation Department recognizes, however, that even more activities which will appeal to the girls are needed.

PARK AND RECREATION WEEK

How Recreation Leaders and Agencies Can Benefit Locally

These suggestions for Park and Recreation Week, designed to help local park and recreation services secure the greatest possible public understanding and support of their programs, are submitted by the Committees on Cooperation of the National Recreation Association and the American Recreation Society.

IT IS EXPECTED that National Park and Recreation Week will be declared by proclamation of President Truman and resolution of the Congress, the dates to be May 21 to 30, 1949. Local conditions and circumstances will determine, to great extent, what any recreation leader or staff can do to capitalize on the possibilities of such a week. It is not too soon to contact radio stations, local youth organizations, clubs, civic organizations, and commercial firms which might cooperate with window displays or advertising. Make plans far in advance, so that results may be more productive.

DEMONSTRATIONS AND SPECIAL EVENTS—Recreation agencies carrying on a winter program can put on dramatic skits, plays, exhibitions of dancing or gymnastic skill, with groups trained in their centers during the winter. Demonstrations can be held at some central point in the city. Since the weather usually is mild in May, the affair might take the form of an outdoor festival. Agencies operating only during the outdoor season can use Park and Recreation Week as a "springboard" for launching the 1949 season, securing cooperation from schools, Girls Scouts, Boy Scouts and others in staging special events.

EXHIBITS AND DISPLAYS—This occasion will offer excellent opportunities for displaying photographs of recreation activities in store windows, schools, public libraries, the city hall lobby, moving picture theater lobbies, or lobbies of other public buildings. Art or handcraft exhibits also can be displayed in such locations. All displays and demonstrations should use the slogan, "This is Park and Recreation Week! Know and Enjoy your Local, City, Metropolitan, State and National Parks." Posters and window cards, directing attention to this special week, also ought to be shown during the month in various public places, as well as in all park buildings. (See page 508, under POSTERS.)

COOPERATION WITH PARK AGENCIES—The project is supported by the American Institute of Park Executives, the American Recreation Society, the National Recreation Association, the National Conference on State Parks, the National Park Service, the U. S. Forest Service, and civic and social organizations. Therefore, put on exhibits and demonstrations in cooperation with your local park system (if your work is carried on independently of them), and any state or national park or national forest preserves that may be located in your area.

WOMEN'S CLUBS, CIVIC AND YOUTH ORGANIZATIONS—Kiwanis International, Lions International, the Junior Chamber of Commerce of the United States, the Boy Scouts and the Girl Scouts all have agreed to cooperate in this program. Each of these, through their national headquarters, is advising all local groups of the general plan and suggesting that they contact their local park and recreation leaders to work out specific arrangements. As this is written, negotiations are also underway with the General Federation of Women's Clubs, the National Congress of Parents and Teachers, the American Library Association, the National Education Association and similar national organizations to secure their support and cooperation. We suggest, therefore, that, as soon as possible, you contact your local PTA, your state president of women's clubs, the chairman of conservation and the officers of local clubs and agencies. Each of these will be receiving special suggestions from their national offices, and planning special meetings for that time.

You, and members of your board and staff, should be prepared to speak at these meetings, to tell the story of the service your agency renders. You should place exhibit material in the meeting rooms on these occasions. If you have movies or slides showing your activities, this is a good opportunity to display them. Similarly, all these organizations are being

urged to acquaint themselves with the community recreation facilities. This would be an excellent time for you to organize tours or pilgrimages to your recreation centers.

Junior Chamber of Commerce organizations are being urged to "assay" the park and recreation facilities of their communities. Contact these officers and suggest that they appoint a special committee to work with you in studying the whole question of whether your community has sufficient recreation facilities, whether they are administered properly, or whether legislation is desirable to cure some of your problems—financial or otherwise.

Posters and Poster Stamps—The central committee, in organizing plans for Park and Recreation Week, is preparing attractive posters, twenty-one by twenty-eight inches in size, printed in three colors; window cards, approximately eleven by fourteen inches in size, in three colors; special sizes of attractively designed cards to fit in street cars, buses, elevated and suburban trains; and attractive, small poster stamps, about one and a quarter by one and one half inches in size, in bright colors, for posting on all outgoing mail. Write to the committee (see address at end of article) for prices, indicating the quantities you wish. This material will help you to tie in with the whole "motif" of the week. The promotion office also will tell you the name and address of the company that controls the advertising space in street cars and buses in your city.

Mail Meter Slug—If your agency uses a Pitney-Bowes mail meter, find out the model number and send it to the promotion office with a check for fifteen dollars. They will send you an attractive "slug" to fit your mail meter, with a typical park illustration and the slogan. Every envelope running through the machine to record the postage will then also record the slogan and illustration, in an adjoining block. As this will carry no specific dates for the week, you can use the slug indefinitely.

Newspapers—The American Newspaper Publishers Association has endorsed the observance and has informed every local newspaper of its dates and purposes. It has suggested to the papers that they run several travel pages or special sections previous to or during the week, stressing the beauties of local, national and state parks. Be sure to contact your local newspaper to discover when they will publish these, and urge them to give you space for an article on your local recreation facilities. Have facts and figures ready for them.

Hotels, Motor Clubs and Travel Agencies—The American Automobile Association is sending special material to every club in the country to be printed in their local publications and ads. If you have a motor club in your area, contact them to make certain that you get coverage in their publications. They, too, can use displays or posters in their office windows and branches.

The American Hotel Association has endorsed the program and will be advising every hotel in the country about it. This gives you an opportunity to approach the management of your local hotel, to suggest displays or posters in the lobby or windows. Hotels also can distribute, to all their guests, literature regarding your local facilities and offerings. Special small cuts or mats, giving the slogan of Recreation Week for insertion in ads, are available through the promotion office, at small cost. Supply these, or procure orders for them from your local merchants, hotels and other advertisers.

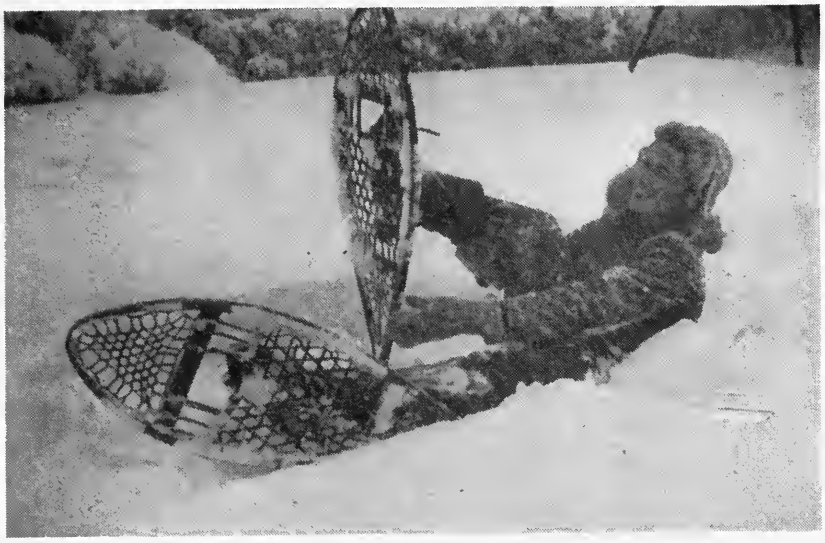
All travel agencies, including railroads and airlines, are being invited to join the group. They, no doubt, will be glad to use window displays of your local recreation projects, along with the photographs of national and state parks.

Radio—Cooperation of the Advertising Council, now functioning in the radio field, is expected in the near future. This will pull in national advertisers and radio stations. By using the Council endorsement and the Congressional and Presidential actions (scheduled for March or early April) in contacting your radio stations, you can be certain of having special radio programs during and previous to the dates, and repeated announcements of your plans in local broadcasts. Some of the special programs can be interviews with members of your department or especially prepared skits dramatizing recreation activities; or friendly citizens can be asked to speak on behalf of local park and recreation programs. No doubt many "spot announcements" and station breaks will be used by local stations throughout this time. Naturally, you will have to present this material in good shape to each of your radio stations. The sooner you do it the better, for many of them plan their programs well ahead.

Your local results depend on you. The foregoing is merely a list of reminders and suggestions. You will need to organize and carry out these and other ideas that will occur to you. The national promotion office and the central committee can only offer ideas within the general outline of America's vast park and recreation properties and facilities. You must carry the ball from there if you are to benefit adequately in your own home town.

For further information, posters, window cards, and other local "helps," write to Fred G. Heuchling, 425 East 14th Boulevard, Chicago 5, Illinois.

World at Play



Nothing like exercise for that healthy glow!

Ice Skating Races—The simultaneous arrival of Santa Claus and Jack Frost gave New York youngsters a chance to practice on their new skates in preparation for the five Department of Parks Ice Skating Carnivals held on January ninth at borough lakes. Eight park playground races were on the schedule for each borough; and seven Middle Atlantic Skating Association events, for skaters registered with that organization, were conducted along with the Manhattan carnival.

At a later date, January sixteenth, the first five winners in each of the carnival races then represented their borough at the city finals, and medals were awarded the champions.

●

Creating Better Understanding—With "Hi, Neighbor" as its theme, the Frederick Douglass Community Association of Toledo, Ohio, went South American last summer. For six weeks emphasis was placed on the arts, crafts, games, music, folk dances, songs, drama and history of Latin American neighbors. Of special interest were the "El Jarabe" and "Las Chiapanecas" dances taught by a native of Mexico City; the educational tours to the export departments of industries in Toledo exporting and importing products to and from South America; and the special recognition given to Joseph Lee.

The day's activities began at ten a.m. for those in the seven-to-twelve years of age group, and lasted until one p.m. From three to five p.m. the thirteen-to-fifteen-year-olds were entertained, and from seven to nine p.m., on Mondays, Tuesdays, Wednesdays and Fridays, those thirteen years of age and over participated in activities. Thus everyone in the community was given the opportunity to enjoy the entertaining and educational features of the program. Not only were new skills learned, but a deep appreciation for the cultures of the people in other sections of the hemisphere was created.

●

UNESCO's Plan—The songs, dances, games, crafts and cooking of other countries are finding their way into the hearts of the children at Cabrillo Playground—selected as the first playground in San Francisco to start the United Nations Educational, Scientific and Cultural Organization Plan.

On January twelfth, the children presented a Norwegian Festival, for which they wore colorful costumes, danced and sang, and created native folk crafts and decorations.

Cabrillo intends featuring the customs of Italy next, and as research and material for each country becomes available, the plan to focus attention on foreign friends will be extended to include the city's other playgrounds.

●

Ball Field of B. C. Era—Ball games seem to have been popular even long before Lou Gehrig ever swung a bat! Scientists recently exploring a buried city near Panuco, Mexico, report the discovery of an ancient outdoor ball court, complete with scoreboard. A Mexican archaeologist estimated the court to be 2,000 years old, and three temples, found nearby, were all in good condition.

A Community Project

Francis T. Leahy

THE SELECTION of a suitable war memorial was one of the problems which beset Northfield, Vermont, in 1944. There were many speculations, discussions and committee meetings, but finally, lack of adequate recreation facilities and a good, safe place to swim were the motivating forces behind the idea of a utilitarian memorial in the form of a recreation field and swimming pool. A community fund drive, begun in January 1945, raised $7,500—nearly four times the usual quota in fund campaigns in our community of about 3,000 citizens.

A complete survey and contour map of the area purchased for the field and pool were made by the engineering department of Norwich University; and a master plan for the development of the park was drawn. The project was incorporated, with interested villagers serving as officers and committee members. Volunteer labor contributed services in clearing the land, grading, laying tile and pipe and erecting buildings. Our swimming pool was the first facility developed and this was of a continuous flow type with a village water supply behind an artificial dam in a natural bowl.

The first season of operation—the summer of 1946—was a crucial trial for organized recreation in Northfield. The program offered was limited to the pool. Red Cross swimming and life saving classes were organized and the response was gratifying—165 young people registered. We established rules and regulations for safety and sanitation, and undertook a program of educating patrons and the public to their need. This was an important, but difficult, task because they were accustomed to using swimming holes in the streams and ponds of the area. These, however, were without supervision and contaminated. Uncertainty and doubt, to some extent, prevailed among the people.

But, the turning point in their attitude toward the project came with the joint dedication and field day held at the field and pool. A committee, representative of organizations within the community, selected an enthusiastic veteran as its chairman and arranged a program which demonstrated what had already been done and what might be done with adequate support of the project in the future. Many people made their first visit to the park for this dedication. They saw local talent and expert swimmers and divers from Montpelier and Burlington perform in the pool. They enjoyed band music, games and a village fair. They helped the memorial's finances in the sums collected at the booths, and, most important of all, they joined the memorial park bandwagon.

Our second season of operation clearly showed the improvement in community morale and support. An enlarged program was possible through the development of new facilities. The main playing field was graded and a softball diamond, volleyball court and horseshoe courts were laid out. Leagues and tournaments were started to encourage use of these facilities and the Red Cross water program was expanded. Enrollment for the swimming lessons increased about sixty per cent over the first year and the pool staff had to be enlarged to cope with the increased daily patronage.

Community Field Day is now an annual affair. The pattern each year is about the same: community organization representatives form a committee; the program is outlined and support of an activity is solicited from the different community groups. Response has been wonderful and, many times, organizations inadvertently overlooked in the original list call in to ask how they may cooperate.

Fund raising campaigns and affairs held for the benefit of the recent season of operation have gone over the top. New equipment such as swings, teeters and the like has been installed, a new playground leader engaged. There's still much to be done, but ours is a *community* project now. Each year we *all* look forward to completing some project in our plan for recreation.

Chagrin Valley Little Theatre Will Help Provide Year-Round Program for Children and Adults

A Dream Comes True

Arwood H. Meyer

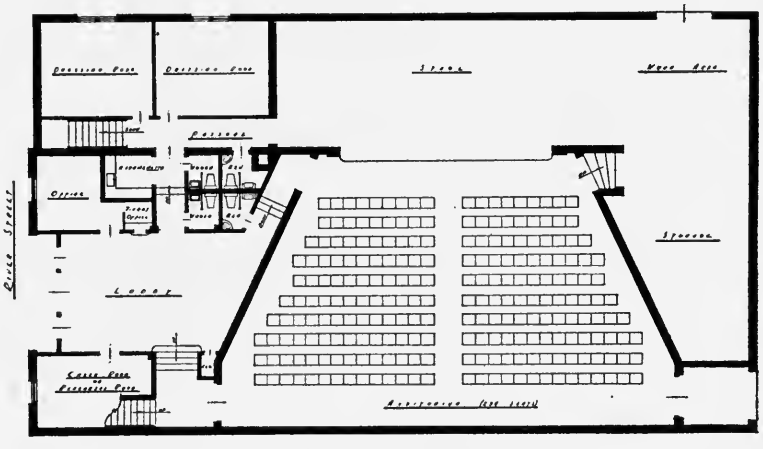
IN THE VILLAGE of Chagrin Falls, seventeen miles southeast of Cleveland and a few hundred feet from a natural falls in the Chagrin River—whence the village gets its name—a community theatre building, unique in several respects, is under construction. The Chagrin Valley Little Theatre is planning its own home to be used as a social center, entirely without benefit of public funds.

Organized in 1930, the non-profit drama group, which now has a membership of over 500, used a theatre on the second floor of the old village town hall—until this auditorium was completely destroyed by fire in 1943. The organization had never been in debt, but its treasury, at the time of the fire, contained less than two hundred dollars. Therefore, temporary arrangements were made to stage plays in the high school auditorium. Since then all productions have been presented there—in spite of the fact that the scheduling of plays is a problem; open dates are few and far between; the auditorium, seating 650, is too large; the acoustics are not good; and all players must share one dressing room. But the group has managed to carry on despite the necessity for making these radical adjustments, meeting new operating conditions, and having to rehearse all shows in an automobile showroom for several months under great handicaps.

In planning the new building project, a closely knit building fund committee, consisting of seven men and women, set up a highly strategic money-raising campaign and a lively publicity program, including almost weekly cooperation from two local newspapers and big stories in the Cleveland metropolitan dailies. They stressed the fact that this was a "one time" appeal, in contrast to the many annual tag days, and that contributors would benefit from the tangible results.

It was pointed out that Chagrin Falls, with a recreation center that offers two months' service in the summer, would now have, as well, the Little Theatre, in the heart of the village, to fill in the recreation activities for the other months of the year. A well-rounded program could then be offered to all members of each family—particularly since the Little Theatre's recent announcement of a Children's Theatre where classes will be held on Saturdays, and where, on Sunday afternoons, carefully selected movies will be shown to the youngsters of the community.

But, competing with an amazing total of 103 clubs and organizations for interest and support in a village of less than 3,000 people, fund raising for the building has been a slow and difficult task. With no angels to be found, the largest contributions received have been several of five hundred dollars. The income from the plays presented in the past hasn't been too helpful, although, through the holding of such special events as "County Fairs," with a midway; rummage sales; and "Klondike Nights," with a frontier-day dance hall atmosphere and old and new games of chance, the Little Theatre had, by its own efforts, earned



The Chagrin Valley Little Theatre

nearly $6,000 before starting its fund drive.

Ground for the building, sixty by 102 feet, was broken late in September; it was scheduled to be closed in before Christmas, and we hope to be able to present our first play in it by next May. The new Little Theatre is of early American architecture and highly functional, largely because of the layout suggested by Arch Lauterer, famous authority on little theatre design and operation, and former resident of Chagrin Falls. The auditorium, instead of lying on the center axis of the building, front to back, is at right angles to it, seating 234 people, with all seats no more than ten rows from the stage. In addition, the structure boasts two large dressing rooms, a spacious back stage work area, a large lobby and a mezzanine meeting room, available for use by other groups.

If the project had been handled in the usual manner, it would have cost about $65,000. But, thanks to a building committee that has not overlooked many opportunities to save money, the final cost of the structure, including seats, will probably not exceed $35,000.

In the beginning, merchants and local business men had been asked to underwrite twenty per cent of this amount, but their participation was not wholehearted, largely because they felt that the project was a dream and would not materialize. However, now that the building is eighty per cent completed and under roof, interest throughout the Chagrin Valley has increased considerably. With about $25,000 available when ground was broken, and with about $8,000 still to be secured before seats can be installed, continued solicitation and special events are being planned to bring in the remainder of the necessary finances.

Recreation and Older Folks

William G. Robinson

A university considers the problems of the aging . . .

AMONG THE MANY recent evidences of concern regarding the problems of the older portion of our population has been an experimental course in adult education on the "Problems of Later Maturity and Old Age," and a three-day institute on "Aging," both held at the University of Michigan. To those in the field of recreation, it is interesting to see how much place was given to this phase of human activity in these programs of a University Extension Service.

The institute was planned "to call attention to the problems of old age and to provide information through lectures, papers, discussion and demonstration, for persons working with older people, and for older people themselves." There were 230 registered in the institute, and an average attendance of about 175 persons.

An evening session was devoted to a demonstration of leisure-time activities, in which all took part. It started with half an hour of movies—a travel film and a film on pencil drawing. Then came a resounding half-hour of singing together, followed by games, which started with a hand clasp and ended with folk dances—Ach Ja and The Wheat. In an adjoining room there were exhibited a few choice samples of a number of crafts, including a hammered serving spoon, made by a prominent member of the University medical staff; a silver and enamel bowl, made by a professor in the Engineering School; a wooden table lamp made by a business man; ceramics created by a landscape architect; photographs taken by the wife of a college professor and by a partner in a department store; water colors, oil paintings, the sculptured head of a child, created by women of Ann Arbor; and examples of weaving done by a man in his eighties As stressed by Dr. George Lawton in his lecture, they were stimulating examples of creative art—a term he prefers to the word "hobbies."

The course consisted of sixteen sessions of two hours each, including a lecture and discussion period. After the introductory session came two sessions on physical health, three on mental health, three on activities, one on religious activities, one on living arrangements and housing, one on legal problems, three on employment and social security, and a final summary.

There was so much to be covered in the meetings on activities that each session had two speakers. The six subjects were: sports and games, gardening and nature, crafts, social activities, cultural activities and civic activities. Dr. Henry Curtis, himself in the seventies, long an authority in the recreation field, and now a retired resident of Ann Arbor, had been active in arousing interest in the program. His lecture drew on experiences from St. Petersburg, Florida, to England's health centers. He stressed the need of places for oldsters in our recreation facilities, indoors and out, and the need for social contacts in clubs, for homes for old folks, and for companions —including animals. The importance of being useful, as a component of happiness, was a repetition of what the psychologist had told the class.

Another speaker was Dr. Elmer Mitchell, author of "The Theory and Practice of Play," who dealt with the subject of sports recreation with relation to age. He quoted the familiar statement of Joseph Lee: "People do not stop playing because they grow old—they grow old because they stop playing." He mentioned health, poise, mental relaxation and sociability as among the values of sports participation, and classified nearly fifty activities in their respective values to age groups forty to fifty, fifty to sixty, and over sixty. He was particularly helpful in giving advice and precautions about the exercise of older people.

The stimulation of many of these talks on activities came from the fact that the speaker so often was such an enthusiastic example of the value of what he was saying.

For instance, the speaker on out-of-door hobbies was the county agricultural agent, H. S. Osler. While he mentioned the wide range of such interests, from bird life to astronomy, most of his talk was devoted to gardening. It was the right time of year for planning a garden, and everyone who left that class determined to have one. When it came to crafts, it was hard to determine just which one was the favorite of Professor Marshall L. Byrn, head of the Department of Industrial Arts of the University High School, who had directed many adult groups in crafts for fun. He displayed beautiful examples of metal craft and woodwork; emphasized the value of enough skill to make repairs to furniture and household equipment; and insisted that craft skills and interests could be developed in later years of life.

The possibilities in the field of civic responsibility, in adding the wisdom of experience to the voluntary service in the community, were covered by Professor W. H. Maurer, of the University's Department of Journalism. Those possibilities lie in both public and private agencies, and a citizen's forum in Ann Arbor was used by Professor Maurer to illustrate his points.

Members of Old Time Fiddlers Club in Wilkes-Barre, Pennsylvania, are over 65. A woman calls the dances.

The final session on activities was led by Dr. Frank Robbins, assistant to the president of the University. His subject, cultural activities, covered the fields of reading, studying, and collecting in sciences, both physical and social, and of study and practice in the fine arts and literature. He made the possibilities of study in local and family history sound fascinating; insisted that one must be both a spectator and a participant; and listed the opportunities that the University afforded for cultural pursuits.

There were forty-four registrants for the course, of whom thirty-five were women. Interest and attendance were above the average. One result was the setting aside, during the past summer, of a special section of one of the city's larger parks as a center for the older folks. Croquet, horseshoes, shuffleboard and badminton courts were provided, and shaded tables were nearby for table games or picnic suppers. The area was well and increasingly used, and a series of winter activities are now being held.

"Recreation is an extremely important aid to growing older gracefully. People who stay young, despite their years, do so because of an active interest that provides satisfaction through participation. The elderly person with a hobby is almost always an alert, interesting person. . . . By contrast, there is no more pathetic sight than the older person who has no interest in life and only sits and waits—vivid evidence of the value of recreation to mental health." *Dr. William Menninger,* RECREATION, November 1948.

"I am told that prejudice is growing very fast in the United States . . ."

IN GERMANY

Norman Cousins

(The following story illustrates why Brotherhood Week, February 20-27, 1949, which is especially observed by most recreation departments in cooperation with the National Conference of Christians and Jews, should last all year round. Recreation is in the unique position of having the opportunity to do much toward the promotion of international and interracial understanding and goodwill. Can this not be one of the goals of every community? —Ed.)

In Germany, recently, I was able to visit a number of camps for displaced persons in the American zone. In the camp at Bad Neuheim, about forty miles north of Frankfurt, I met a middle-aged Polish doctor, a D. P. who had survived the ordeal of Buchenwald and Majdanek. He had humility without weakness in his manner and carriage, and there was about him an air of great gentility and quiet dignity.

I was anxious to ask him about his experience at Bad Neuheim, particularly as it concerned relations between Germans and Jews. For the camp at Bad Neuheim was not located in a single area within a single enclosure, but was spread around the center of the city, with houses here and there. D.P.'s and Germans shared the same neighborhood and intermingled freely.

"How do the D.P.'s get along with the German people?" I asked. "Are the Germans still infected with the old hatreds? Is there much trouble when Germans and D.P.'s get together?"

The doctor looked at me squarely, then said—and I don't think I shall ever forget it:

"Here in this city, there is very little trouble with religious prejudice, but tell me, I am worried about America. I am told that prejudice is growing very fast in the United States. What can be done about it?"

For a moment, I couldn't say anything. I was overwhelmed by the irony that in the heart of Germany, to which I had come on an official mission connected with the denazification of Germany, I should find—and in a D.P. camp at that—grave concern about prejudice in our own democracy.

I tried to answer the doctor's question as best I could by telling him that the fight against prejudice in the United States had been going on for a long time, and that periods of insecurity or war fears—such as we were now going through—made the fight both harder and more necessary, but that there were many people you could count on to see the fight through to the end. I told him, for example, about such organizations in the United States as the National Conference of Christians and Jews, in which the fight against religious prejudice was regarded as the responsibility of all citizens of all faiths. I told him of specific projects undertaken by these groups, and how it was possible to observe effective and constructive results.

I told him honestly that I had no way of knowing whether the war against prejudice would be won, but that at least American citizens of good conscience were not without opportunity for joining in that fight.

I don't know whether I answered his question correctly. One good way of finding out, of course, would be to measure the support given this year to the National Conference of Christians and Jews.

Recreation News

Twenty Dollar Start

LOU PALMER, a former Louisville, Kentucky, fighter who is now blind, has decided that youngsters need more playgrounds. So, with money received for Christmas, he bought a second-hand machine for impressing the Lord's Prayer on a penny. He hired a helper to run the machine and then stationed himself on a street corner to sell his wares, determined that half of his earnings would go toward the small mortgage remaining on the machine, and the other half to help bring "hundreds of see-saws and swings to children in cities all over America."

A week after beginning his venture, Lou Palmer made forty dollars and ten cents and, therefore, donated twenty dollars and five cents to Louisville's County Playground Fund.

Harlem Lots Into Play Areas

FORMATION OF A citizens' corporation to take on the responsibility of converting refuse-strewn lots in New York City into neighborhood recreation centers was announced recently by J. Raymond Jones, deputy commissioner of housing.

The new group, the Lot Playground Association, Incorporated, has entered, so far, into negotiations with the owners of five sites in Harlem and East Harlem. Several problems, among them tax arrears on some lots and the question of liability for injury, will have to be cleared up before the conversions are made.

Mr. Jones said that while various city departments would give assistance in making lots usable as recreation and civic areas, as soon as the owners had given permission, the initiative and responsibility for maintenance would have to be taken by non-official civic workers.

Cultural Development

GIMBELS OF MILWAUKEE has undertaken a campaign to encourage artists, create a Wisconsin collection of art works, and awaken public interest in these creative endeavors. As sponsor of Wisconsin art competitions for the next three years at least, the department store is now inviting artists to contribute their work on the subject of "Wisconsin, the Playground" for the Gimbels Collection of 1949.

In the words of Charles Zadok, vice-president and general manager of the store: "We need to build up the mental, moral and cultural life of our people. Art contributes to that life. It is the great need of our materialistic, mechanical civilization, which must be better informed in art and elevated in spirit. To encourage it is in the interest of public welfare; it is common sense, good business."

Negro Health Week

NATIONAL NEGRO HEALTH WEEK will be held April 3-10 this year. For information on how you may cooperate with your health agencies and your neighbors for better health and sanitation in your community, write to the National Negro Health Week Committee, Federal Security Agency, Public Health Service, Washington 25, D. C.

Pollution Control

JOINT ACTION BY the Federal Security Agency and Federal Works Agency is resulting in the formation of an operating structure to expedite the national program of water-pollution control. This program, established by the eightieth Congress, with the enactment of Public Law 845, assists states, municipalities, interstate agencies, and industries in the control of pollution.

The program makes available federal grants to assist in plan preparation for treatment works, and with loans for planning or construction to be administered by the Bureau of Community Facilities of the Federal Works Agency. At present, money is not yet available, since the grants authorized have not been appropriated.

Young "Hams"

THE FEDERAL COMMUNICATIONS Commission has licensed two pre-teen-age youngsters in Illinois as amateur radio operators, according to an Associated Press report. They are Kent William and Lowell Kay Lattig, nine and eleven year old brothers of Cropsey, Illinois, who have been authorized to operate amateur stations W9FZE and W9FZJ. Their father is also a "ham".

The New Look for Women

Joe Trapasso

SUPERINTENDENTS and Directors of Recreation —how many times have you heard women and girls in your community say: "Gee, I love to go to sporting events, but if I only had a better understanding of them, they would be much more fun!"?

This remark represented a challenge to the Recreation Commission in Ossining, New York, so we decided to do something about it. Plans were formulated to start a women's gym class, this class to be held in the evening so that those who worked during the day would have an opportunity to take part in this activity.

Through this we hoped, by encouraging actual participation and by the use of lectures, to give local women a better understanding of American sports and games and, at the same time, to offer them an evening of fun and relaxation. The first portion of every session was planned to include calisthenics and exercises for streamlining the figure.

The first meeting of the class was attended by fifteen women, ages nineteen to fifty. It was devoted to light exercises and calisthenics, and to the playing of games such as Pin Guard, Fox and Geese Dodge Ball, Spud and Kick Ball. It so happened that the first meeting was held on the same night as the monthly meeting of the Recreation Commission. Commissioner John McCue, hearing so much laughter and noise coming from the gym, asked Director Andrew A. Sargis what activity was going on. Mr. Sargis invited him to come down to the gym to see for himself. At the time, a game of Fox and Geese Dodge Ball was in progress. This is a favorite game—members of the group having requested to play it at almost every class. We have made it a custom to introduce several new ones at every session, also reserving a portion of the period for the playing of requested games. We have been amazed at the fun derived from playing the simpler games—Kick Ball, Dodge Ball, and the like.

Since the beginning, the women have been enthusiastic, and many have brought their friends. Spectators have such an enjoyable time that they ask to participate. Newcomers to Ossining feel that the program gives them an opportunity to get acquainted with local people.

Each week a new sport is introduced; and a local expert is invited to act as guest instructor. A brief history of the sport is presented, rules are discussed, and various techniques and skills of the game are explained and demonstrated.

When a session on tennis is scheduled, group members bring their tennis rackets, and are taught the proper grips, different strokes, how to serve, playing techniques and strategy. Following these sessions, several who had never played before have stated that next summer they are taking up the game as a hobby. They had never realized that it can be so much fun. Several women, following our sessions on badminton, have joined the weekly badminton group. This is one of our chief objectives —to interest women and girls in new recreation activities. Other activities that have been covered are basketball, volleyball, archery, singing games and square dancing.

Lectures have been given on such major sports as basketball, volleyball, football, boxing, tennis, track and field, softball and baseball. The women have been taught the fundamentals of each sport. For instance, during the baseball lecture they learned how to score a game properly.

The fine cooperation of local citizens and the contribution of their special talents have been tremendous factors in making the program a success. A parent who becomes enlightened in regard to recreation needs and activities indicates progress in a local recreation program. Community participation is what makes a community click.

In the Field . . .
Helen M. Dauncey

"NOWADAYS, MY HOME is where I hang my hat and unpack," laughs Helen Dauncey, lively and attractive member of the National Recreation Association staff. Miss Dauncey's legions of recreation friends, scattered from coast to coast, look forward to seeing her familiar, well-groomed figure step from a train in their own home town. With her comes laughter and an exciting recreation experience—be it in the form of an institute, a regular field visit, a talk to a special meeting of service clubs or a university student group, a meeting with the leaders of the local girls groups or with the girls themselves. In all of her work, however, special emphasis is placed on programs for women and girls, for Miss Dauncey is the Katherine Barker Memorial Secretary of the National Recreation Association (see page 483), with particular responsiblity for helping with such programs and for promoting interest in girls' activities. In addition, she stresses the importance of co-recreation social affairs and non-team sports.

Men need a better understanding of girls' activities and the need for them, their thinking tending toward sports and athletics for boys and men. Just this last year, Miss Dauncey addressed hundreds of members of Rotary, Kiwanis, Lions Clubs, junior chambers of commerce and exchange clubs on their responsibility, as civic leaders, for a balanced community program for *both* boys and girls.

Helen Dauncey came to the National Recreation Association in September of 1943 as a field worker, to do institute training, and as a specialist in social recreation. In January 1945, she took on the responsibility of heading up work with women and girls.

"Girls' work is really helping them prepare for life and its variety of experiences, either with their own or with the opposite sex," says Miss Dauncey. "How to meet these experiences is not inherited information. You learn it wherever you contact other people. It can be a happy experience or a sour one. The way in which it happens can be so important! The scene has changed greatly since the early thirties when there was so much discussion of 'girls' athletics, boys' rules versus girls' rules, and the fight against exploitation. Now we know that no recreation program is complete unless it carries a carefully planned program for the girls themselves—a program which will give them social confidence and personality development, so that they are ready to share activities with boys. They need to be brought into things in such a natural way that they are ready for the next step—co-recreation activities."

Miss Dauncey feels, therefore, that a completely separate girls' program should continue only up to certain age groups, after which should come co-recreation *plus* separate program emphasis on special skills, such as homemaking, self-improvement, and the other special interests of girls. They should have club and group experiences which will prepare them for the home experience. Some of them will not marry, but what they have learned will make them more intelligent and help them get more out of life.

Helen Dauncey has always been interested in recreation, and in working with people. Previous to joining the National Recreation staff she had, for seven years, been Director of Special Activities for the Community Recreation Service in Boston —a private organization doing local work similar to the national work of the NRA. There she led training courses and was available for speaking engagements and consultation work. At the same time, she was Secretary of the Adult Education Council of Greater Boston.

Actually, she came to recreation work via the physical education route. A graduate of the Boston School of Physical Education, her first teaching job was at Smith College, from which she went to Scarborough School—a progressive day school on the Hudson, and then to Long Beach, California, where she taught in the Polytechnic High

School. Her next move landed her in Pennsylvania State College, as head of the women's physical education department. After six years of energetic service in the school field, however, she began to feel that she was fed up with teaching, but couldn't decide what to do next. She finally returned to Boston, where she spent two years doing personnel work for an insurance firm. At the end of the second year, she took time off to go to the University of Iowa to take a summer course in dancing, with Margaret Doubler; and while there, she realized that teaching was her true love—that she did want to teach after all, that she liked, best of all, working with *groups* of people.

She hastily returned to Boston, resigned her job, and went into YWCA work. It was there that she made the transition from class teaching to recreation work. She liked the fact that, in recreation, you work with people who *want* to come, and adapt the program to their expressed interests—rather than to what they must take as part of a course. She remained with the Boston YWCA for seven years, and was head of the Health Education Department for the last four. During this time, too, Miss Dauncey went seriously into the problems of program with women and girls, their needs and interests. She states emphatically that she will always be grateful to the YWCA for that experience.

After the YWCA she went back to Boston University to finish work for a degree in education, simultaneously doing part-time teaching at the Bouvé-Boston School of Physical Education and teaching recreation courses to seniors at the Boston School of Occupational Therapy.

Running through these years of teaching, there were summers of experience in camping work; also many courses were taken along the way. She finds it valuable to be on the receiving end of the teaching game occasionally, stating that "it helps to see your own errors in following directions."

There has, of course, been no opportunity for home life; she is too constantly on the move. In the month of August, though, she always goes to the Island of Martha's Vineyard and does all the things she tells others to do during the year, but which, otherwise, she never has time to do herself. During the rest of the year she is "between the thing just completed and the one just to come." She recalls a quote from the Cheerful Cherub of years ago, which aptly applies to her—"I'm always chasing tomorrow while yesterday yaps at my heels." Says she, with amusement, "The yapping is the collection of reports that I haven't done yet." Her jobs entail five nights a week, and always daytime sessions; appointments in free time; special meetings. Traveling is involved in every single week-end; and then, of course, there are the reports to do.

If she comes upon any left-over, tag-ends of time, she sometimes goes to the movies, but more often to the library, for a little relaxation. However, she states, "People in the cities which you visit are so hospitable, and so awfully nice in wanting you to see the special things about their city, that you also enjoy doing things like that whenever possible."

It has been interesting, exciting and satisfying work for Helen Dauncey, and she finds that the discomforts of studying timetables are nothing compared to working with so many interested groups, and with so many friendly people. "One reason why I enjoy the job so much," she says, "is that there are no family responsibilities to pull at me." (She has one sister, whom she manages to see twice a year—at Christmas and the summer vacation.)

When asked about some of the job satisfactions along the way, she listed: the way people welcome you; teachers whom you have in your group who return and say, "Today I played the games with the children that we did last night. They had a wonderful time and said to hurry back and get some new ones"; the receiving of notes from institute people saying, "We tried it, and it worked"; the response, cooperation and appreciation of people who come to a meeting for real help. After a moment's thought, she added: "One of the nicest compliments I ever had was when a woman in Alabama shook my hand and said, 'Miss Dauncey, you've removed the Mason-Dixon line'."

"That constant scrape, scrape, scrape—till I think I'll go mad!"

State Recreation, 1948

The Federal Inter-Agency Committee on Recreation has released the following summary of the state recreation situation, based upon information available by the end of the 1948 year.

At that time, eighteen states had inter-agency or inter-departmental committees on recreation. The committees were composed of the principal state departments and other state agencies interested in recreation. In a few cases, private groups were represented on these committees. The list of committees includes:

Alabama Inter-Agency Committee on Recreation
Arkansas State Inter-Agency Committee on Recreation
Florida State Inter-Agency Committee on Recreation
Illinois Inter-Agency Committee on Recreation
Indiana Advisory Committee on Recreation
Louisiana State Inter-Agency Committee on Recreation
Michigan State Inter-Agency Council on Recreation
Minnesota State Advisory Recreation Committee
Mississippi Inter-Agency Committee on Recreation
Missouri Inter-Agency Committee on Recreation
Montana Inter-Agency Committee on Recreation
New York State Inter-Departmental Committee on Recreation
Ohio Inter-Departmental Committee on Recreation
South Carolina Inter-Agency Committee on Recreation
Tennessee Inter-Department Committee on Recreation
Texas Inter-Agency Committee on Recreation
Utah State Recreation Advisory Committee
Washington State Advisory Recreation Council

Also, at the end of 1948 there were three state recreation boards or commissions: the California Recreation Commission, the North Carolina Recreation Commission and the Vermont Recreation Board.

Other state agencies which include recreation in their title are: Massachusetts Division of Parks and Recreation of the Conservation Department, Michigan Division of Parks and Recreation of the Department of Conservation, Missouri Recreation Section of the Department of Resources and Development, New Hampshire Forestry and Recreation Commission, Oklahoma Division of Recreation and State Parks of the Planning and Resources Board, and Washington Parks and Recreation Commission.

Surveys of recreation were completed in three states. The Alabama State Planning Board, with the cooperation of a number of other state agencies and others, completed and published "Public Recreation in Alabama." "Recreation Administration in New Mexico," by Cline and Rose, was published by the University of New Mexico. The Ohio Welfare Council issued "Recreation in Ohio Today."

Communities in thirty-five states can look to state agencies for assistance of varying types. There is at least one part-time worker giving service to community recreation programs in these states and, in ten, there is at least one full-time recreation consultant. In some there are more than one. Those states offering the full-time services of at least one person are California, Colorado, Georgia, Michigan, Missouri, New York, North Carolina, Pennsylvania, Tennessee and Vermont.

A summary of state recreation services, made at the end of the year, indicates that communities and rural areas can obtain assistance from state agencies in forty-five states.

In forty-one states, special service to rural areas and small communities is available through the state Agricultural Extension Services. Fifteen states now have full-time extension recreation specialists, most recent additions to these ranks being Oregon and Texas. Others in the group are Colorado, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, New Hampshire, South Dakota, Washington, West Virginia and Wisconsin. Michigan and North Carolina are looking for full-time rural recreation leaders, and Illinois and Iowa are looking for additional full-time rural recreation leaders.

National Conference on State Parks

The twenty-eighth annual meeting of the National Conference on State Parks was held December 13-15 at Sebring, Florida, followed by tours to Myakka River State Park and to Collier-Seminole State Park, with a boat trip to Ten Thousand Islands.

Business sessions of the Conference resulted in the adoption of amended by-laws for the conference, and the election of the following officers for the coming year: President, Thomas Morse, Superintendent of State Parks, North Carolina; vice-presidents, Frank Quinn of the Texas State Park Board and V. W. Flickinger, Chief of the Division of Lands and Waters, Iowa; secretary, Miss Harlean James; treasurer, C. F. Jacobsen; chairman of the board of directors, Tom Wallace of Kentucky. Miss Pearl Chase of California was elected to the board of directors. Retiring president is James F. Evans, Director, Division of State Parks, New York.

MR. EDISON—Humanity's Friend

THEY CALLED HIM the "Wizard of Menlo Park" —this man who contributed so much to our leisure and recreation, our comfort and convenience. They called him a genius, but it was he who coined the adage, "Genius is one per cent inspiration and ninety-nine per cent perspiration."

Thomas A. Edison, born February 11, 1847, gave us electric light, electric power, the telephone, the motion picture camera, the phonograph and other miracles. He asked for nothing more in return than to see a better and happier world; to experiment to his heart's content for humanity.

In a sense he really belonged to the recreation movement. His inventions not only helped make this country the industrial and scientific leader, but they also enabled it to have the world's highest standard of living, additional hours of leisure time and more means of enjoying them. Also, Mr. Edison wholeheartedly supported his wife in her magnificent efforts to promote the work of the National Recreation Association. Many times did he participate in meetings held in his own home in behalf of this organization.

Thomas A. Edison's faith in America and her people is summed up in these words, spoken during one of his last public appearances before his death on October 18, 1931: "Be courageous. I have lived a long time. I have seen history repeat itself again and again. I have seen many depressions in business. Always America has come out stronger and more prosperous. Be as brave as your fathers before you. Have faith. Go forward."

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Recreation Suggestion Box

Hold a Carnival

YOU CAN HAVE loads of fun at an indoor carnival, suggests Clara Luther in an Iowa State College bulletin. In order to create interest, use as many people as you can. Spot talent in different places and ask them to give you some help. Be sure to have a good barker or two to keep the groups moving. All carnivals have several standard attractions, but make yours even more colorful by adding your own ideas. Here are but a few suggestions for four features:

Guessing Contests—number of beans in a jar; number of cards in part of a deck; amount of water in a can; age of a child in a photo; number of seeds in an apple or orange; number of words on a given page; weight of a large pumpkin or squash.

Booths—guess your weight (using bathroom scales); guess weight of some items by lifting; magic tricks; food booth; cartooning; crazy mirrors; draw shadow pictures of guests.

Games of skill—duck pins; tossing games (washers into a tin cup floating in a tub of water, or use pennies); tossing cards in a hat; throwing a baseball at old china dishes on the wall; dart games; aiming for a row of dolls, using a rubber ball.

Side Show—band; puppets or marionettes; minstrels; fortune telling; refreshments.

Brotherhood Week

PRESIDENT HARRY S. TRUMAN is again calling upon Americans to participate in Brotherhood Week, February 20-27, this year. Sponsored by the National Conference of Christians and Jews, it is the occasion for a personal and universal rededication to the principles of equality and justice.

This is an important event, and playgrounds and community centers should have a planned program to mark it. However, if you neglected to make arrangements for Brotherhood Week this year, be sure not to overlook it in the future. Good program aids can be obtained from the National Conference, 381 Fourth Avenue, New York City.

For Church Recreation

MINISTERS AND CHURCH officers in charge of church recreation programs often have difficulty finding new ideas that will provide recreation for individuals of the varied age groups within the congregation. The Reverend Lloyd Olson, pastor of the Methodist Church in Troy, New York, arranged a successful family night program which contains many good recreation ideas, based on the theme, "Families Have Fun." This information previously appeared in *Leisure,* publication of the Board of Education, Methodist Church, Nashville, Tennessee.

A nursery was set up by the pastor to keep the tiny tots amused. There were movies for the children, and a sound slide, "Is Your Family Fun?" was shown to all in the church auditorium. Interesting booths included the following exhibits and demonstrations, covering a program of recreation for all ages:

Mimeographing Is Fun—evening programs made on the spot.

Babies Have Fun—toys and ideas that keep babies happy.

Girls Have Fun—exhibits of cooking and sewing skills.

Boys Have Fun—exhibits of boys' sports and hobbies.

Youths Have Fun—demonstration of plastic bracelet making.

Recording Is Fun—two booths set up where people could have their own voices recorded.

Books Are Fun—an exhibit of books for all ages. The first one hundred families stopping at this booth received a free copy of "The Upper Room."

Men Have Fun—molding figures, shell loading equipment, fishing tackle, copper craft and so forth.

Women Have Fun—button collecting, rug making, knitting, sewing and so on.

Art Is Fun—depicting art work of members.

Photography Is Fun—explanation and demonstration of picture taking, developing and printing.

Bouncier Golf Balls

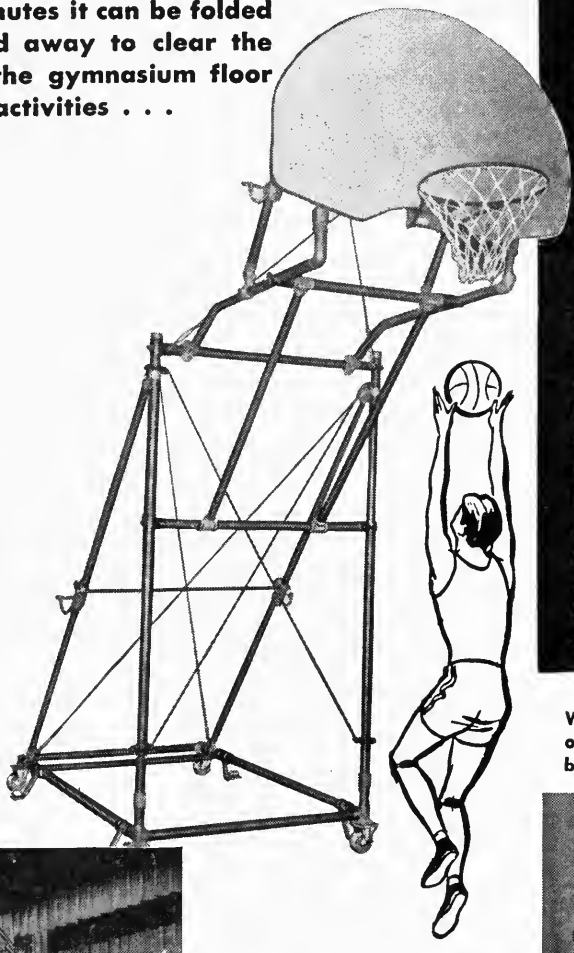
SILICONE "BOUNCING PUTTY" and a human-like electronic thread winding device will be used in the production of a new golf ball soon to be on the market. The silicone—new elastic substance derived from sand—will be put into the center of the ball to give it improved distance. The electronic device will control the tension of the thread wound around the center, making all balls uniform in playing performance.

The Folding, Portable, Porter

Rollaway BASKETBALL BACKSTOP

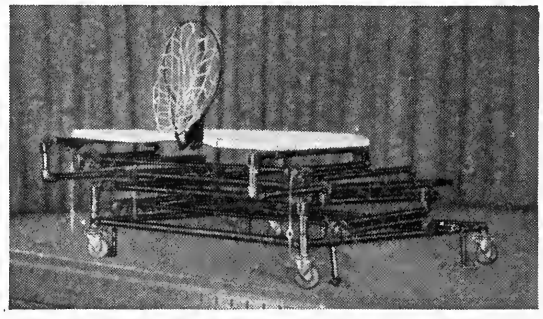
(REG. U. S. PAT. OFF.)

In five minutes it can be folded and rolled away to clear the stage or the gymnasium floor for other activities . . .



In use, it has the rigidity of a stationary backstop . . . but it can be whisked out of sight or set up again in a jiffy . . . It is secured to the floor by four easy-turning hand-wheels that screw into flush floor-plates, so no obstructions remain when the "Rollaway" is stored under the stage or in the equipment closet . . . Simply withdraw four lock-pins and the "Rollaway" collapses, and rolls away on 5-inch casters . . . Yes, these are some of the reasons why Architects, School Boards and Coaches unanimously agree the Porter "Rollaway" is in a class by itself . . . Further, the Rollaway complies with all official requirements, has the bank braced out 5-feet from the vertical support . . . and is supplied with either fan-shaped or rectangular bank . . . Write for attractive price and if for stage use give the distance from stage to playing court.

When folded for storage the Porter "Rollaway" is only 38-inches high (not including the goal). It can be stored under the stage.



Auditoriums can now be free of visible basketball backstops, thanks to the Porter "Rollaway". Removable in 5-minutes, nonetheless the "Rollaway" is as rigid as a stationary backstop.

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CARE

Two CARE SEED packages, containing potential vast harvests of food for humans and fodder for livestock in Europe, are now available, according to Executive Director Paul Comly French.

Thirty-one selected varieties of vegetable seeds, enough to plant a garden up to fifty by 150 feet, are contained in the package designed for family use. The other, weighing twenty pounds, holds enough hybrid field corn seed to plant two and a half acres and provide valuable feed for fattening meat animals or for maintaining a high level of production in dairy cattle.

The new CARE packages are being offered at four dollars each, and orders are now being received by CARE at 50 Broad Street, New York 4, New York, as well as at all CARE offices throughout the country, for guaranteed delivery in eleven European countries. Orders should be sent at the earliest possible date to insure delivery in time for the planting seasons.

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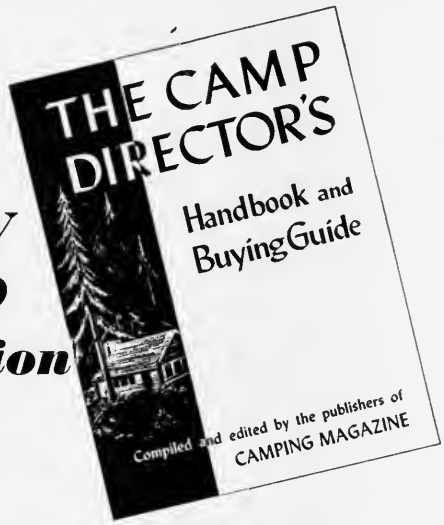
JAMES WARD — Recreational Planner, NRA staff. Review on page 528.

NEW 1949 Edition



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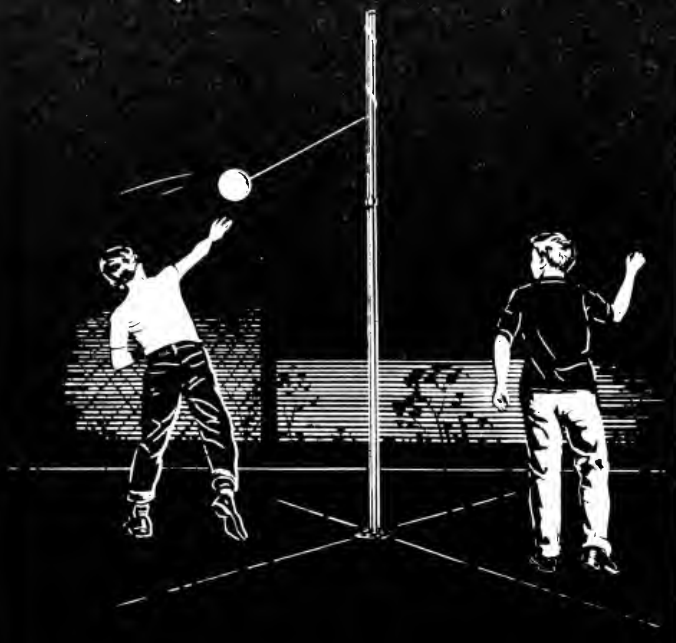

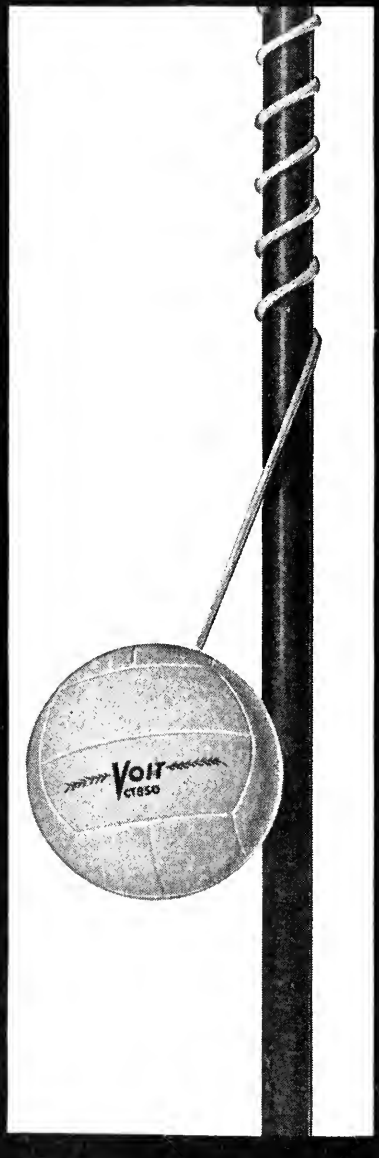

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Parks and Recreation, October 1948
Criteria for Judging Recreational Needs of a Community, Tom Deening.
Let's Visit a State Park, Ernest V. Blohm.
A Village Park, Stanley W. Hayes.
The Maintenance Mart, Roberts Mann, editor.

School and Society, October 23, 1948
Education and Community Organization, John W. Herring.

Research Quarterly, October 1948
Athletic Injuries Among Adolescents: Their Incidence and Type in Various Sports, J. Roswell Gallagher.

Journal of Health and Physical Education, October 1948
Sportsmanship — Whose Responsibility? Delbert Oberteuffer.
"How We Do It"—Play Activities for Pre-School Age Children, Mary Jane Robb.

Safety Education, October 1948
Safety Education Data Sheet—Play Areas.

California Parent-Teacher. October 1948
Halloween Treasure Hunt, Daphne Darling Stern.

The Cat As a City Pet, Mary T. Penshaw. Education Department, American Society for the Prevention of Cruelty to Animals, 50 Madison Avenue, New York 10. Price $.25.

Beach and Pool, October 1948
Learn-to-Swim-1948. A report on the largest Learn-to-Swim Campaign.
The Recirculation Period for Swimming Pools, R. N. Perkins, Sr.
Are Old Pools Worth Remodeling? Chauncey A. Hyatt.
Axioms for Pool Personnel.

Recreation at the Clark Hill Reservoir. Department of the Army, Corps of Engineers, Savannah District, Post Office Building, Savannah, Georgia.

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Books Received

Camp Director's Handbook and Buying Guide, The—1949 Edition. Howard P. Galloway, Metuchen, New Jersey. $1.50.

Favorite Fairy Tales, illustrated by Feodor Rojankovsky. Simon and Schuster, New York. $1.00.

Fielder's Choice, by Wilfred McCormick. G. P. Putnam's Sons, New York. $2.00.

Guiding Homeroom and Club Activities, by Ruth Fedder. McGraw-Hill Book Company, New York. $4.50.

More Favorite Stories, Old and New, selected by Sidonie M. Gruenberg. Doubleday and Company, New York. $3.75.

Simulated Stained Glass for Amateurs, by Ruth Case Almy. Harper and Brothers, New York. $3.50.

Sports for the Blind, by Charles Buell. American Foundation for the Blind, New York. $1.70, cloth.

The Round Dance Book, by Lloyd Shaw. The Caxton Printers, Caldwell, Idaho. $5.00.

Your Publicity P's and Q's. Camp Fire Girls, New York. $1.50.

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TODAY IN SPORTS EQUIPMENT

New Publications

Covering the Leisure Time Field

The Theatre Handbook and Digest of Plays

Edited by Bernard Sobel. Crown Publishers, New York. $4.00.

DRAMA LOVERS, COLLEGES, drama schools, little theatre groups, theatre workers, recreation leaders will welcome the news that a greatly augmented, revised edition of Bernard Sobel's excellent reference book has come off the press this fall. There has been an addition of 1,000 new listings, including items on the postwar European theatre and Broadway's recent hits; also concise synopses of the most important plays; a glossary of terms and stage directions; articles on all sorts of subjects of theatrical interest—acting, makeup, lighting, copyrights, direction, criticism—by such contributors as John Mason Brown, Tallulah Bankhead, William Saroyan, George Freedley, Brock Pemberton, and others.

Honor Your Partner

Compiled by Ed Durlacher. Devin-Adair Company, New York. $7.50.

IT IS GOOD news, indeed, that our old friend, Eddie Durlacher, ace square dance caller and familiar figure at Recreation Congresses, has added a book on square dance calling to his three albums of square dance records. And what a book!

In making plans to produce a truly practical and helpful manual, Ed tried out his instructions for each of the eighty-one American dances on groups of people who did not know how to dance; he farmed them out to other square dance teachers, asking for their comments. The tunes selected are especially arranged—to fit each dance like a glove, for easy playing for the amateur, and in keys best suited to the average voice. Also, each dance is presented as though it is the only one in the book and, therefore, is a complete unit: including calls in detail and synchronized to the music; giving the actual number of bars for each figure; explaining, in simple language, the execution of each call. This method of presentation eliminates the necessity of eternally turning pages and referring to other parts of the book for further details. Printed on large pages—nine by twelve—and clearly legible, directions for the dance are directly opposite the music; and the book will stay open on the piano without any difficulty!

Ed Durlacher, Director of Square Dances, New York City Park Department, has brought square dancing to people all over the land.

Unique and very effective, the picture sequence consists of sixty-four pages of visual instruction. By flipping these pages motion picture style, the reader can see the performance of twenty-three of the fundamental figures of the dance—*in action.*

In his selection of dances, Mr. Durlacher not only has chosen a cross-section from every part of the United States, but has pointed up regional flavor by inviting eleven famous fellow callers from various sections of the country to contribute one favorite dance each, with his own calls. Square dances, circle dances, progressive circle dances—including "three facing three," where one sex is in the majority — waltz quadrilles and novelty dances are covered. Other sections of the book are devoted to such subjects as how to call—using prompting, singing, patter, and constructive advice to both caller and dancers. Publication date was January 25, 1949.

Sentinel Books

HERE IS A group of handy little books—pocket size—intended as an introduction to a variety of worthwhile recreation activities—planned as a means of getting people started in the hobby or leisure-time interest for which they are best suited.

Written by capable and well-known authorities, these books provide simplified, step-by-step instructions for beginning and completing projects. They are fully illustrated with explanatory drawings and photographs. Many of them are on the approved lists of school boards and community organizations.

The titles in the series are designed to fill the gap between the desire for recreation programs which may be limited by time, space and money, and the actual realization of such a program. Recreation leaders, either volunteer or professional, will find them of value. They are "self-starters" and, where no instruction is available, make it possible to undertake successfully activity programs of arts and crafts, sports, music, painting, and so on.

The price of the Bristol bound books is sixty cents per copy; cloth edition, $1.25. Some of the present titles are: *How to Sell What You Write,* Myron Stearn; *An Introduction to Magic,* Sherman Ripley; *Creative Handicrafts,* Mabel Hutchins; *Discover the Stars,* Gaylord Johnson; *Hunting with the Microscope,* by Johnson; *Photography for Fun,* Strong and Garber.

A new volume—just off the press—is *The American Square Dance* by Margot Mayo, a native of Texas and founder of the American Square Dance Group. Planned for leaders and teachers, it is a practical handbook of suggestions, terms, figures, and ways of organizing a square dance evening. Some of the more popular dances, with their tunes, are given in detail, the dance figures clearly explained with line drawings. A bibliography is included.

A Recreation Plan for the City of Lincoln, Nebraska

Prepared by the National Recreation Association, 315 Fourth Avenue, New York 10. $1.00.

LINCOLN, NEBRASKA, IS a city with a better than average park and recreation system, but yet—like most cities—inadequate in the scope of its recreation program, areas and facilities, according to accepted recreation standards. Its City Council has met the problem by commissioning the formulation of this plan "for the orderly and progressive development of improved recreational resources" over a period of ten years, with the requirements of the estimated population at the end of that time as the basis of the plan.

A comprehensive study has been made of the city, its physical characteristics, economic life, population, neighborhoods, and social problem areas. A planning program has been set up by first stating, with the study as a foundation, what Lincoln should have in program, areas and facilities, the most desirable administration and the necessary personnel. Against this goal, present conditions are matched.

How the correction of the gap between today's shortcomings and future needs can be accomplished is set forth in detail, with specific recommendations. The problem of financing the plan, the decisive factor in any proposal, has been faced realistically and developed as an integral part.

This recreation plan is a most practical and readable document on one important aspect of the broad field of city planning. Its value lies in the fact that it is realistic, that it not only points up the ideals of the recreation philosophy in terms of social and population needs, but sets forth the steps by which a city can realize the ideal within its governmental, legal, financial and physical limits.—*James Ward.*

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Recreation Training Institutes

February and March, 1949

HELEN DAUNCEY Social Recreation	Chatom, Alabama February 7-11	T. B. Pearson, Superintendent of Schools, Chatom, Alabama.
	Pacific Southwest schedule is being developed for February 28-April 8	
RUTH EHLERS Social Recreation	Miami, Florida February 14-18	Dean B. C. Riley, Extension Division, University of Florida, Gainesville, Florida.
	Ft. Pierce, Florida February 21-25	
	Tampa, Florida February 28-March 4	
	St. Augustine, Florida March 8-12	
	Memphis, Tennessee March 28-April 1	Mrs. Ruth C. Bush, Superintendent of Recreation.
ANNE LIVINGSTON Social Recreation	Ft. Lauderdale, Florida February 15-19	Dean B. C. Riley, Extension Division, University of Florida, Gainesville, Florida.
	Sarasota, Florida February 22-26	
	Bartow, Florida March 1-5	
	Pacific Northwest schedule is being developed for March 14-June 3	
FRANK STAPLES Arts and Crafts	Charleston, South Carolina February 14-25	Miss Corrine Jones, Supervisor of Playgrounds.
	Wilson, North Carolina March 14-25	Miss Pattie Ruffin, Director of Women's and Girls' Activities, Recreation Department.
	Staunton, Virginia March 31-April 2	Dr. Harold K. Jack, Supervisor of Health and Physical Education, Safety, and Recreation, State Board of Education, Richmond, Virginia.
GRACE WALKER Creative Recreation	Warren, Ohio January 31-February 25	W. Robert Smalls, Executive Secretary, Warren Urban League, 727 S. Park Avenue.
	Tuscaloosa, Alabama March 7-18	S. W. Washington, Jr., Tuscaloosa Community Center, 3005-15th Street.
	Chattanooga, Tennessee March 21-April 1	J. Edward Hargraves, Recreation Director, Public Utilities, Grounds and Buildings, Recreation Department.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to the location of the institute, contents of courses, registration procedure, and the like, communicate with the sponsors of the institutes as listed above.

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Recreation

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on the Cover →

Spring — 1949. "Generally children dance about the things they love." See article, page 534. Photograph by R. Dimaggio, Trenton, New Jersey.

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

March 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

The Church and Recreation

IN ANCIENT DAYS much of music, dancing, drama, painting, art was unto the Lord, carried on within religious groups. Very many schools were under religious auspices.

At the present time a very large part of our population, about fifty-three per cent, has membership in a religious group or at least has some relation to one. There are church buildings everywhere waiting to be used for recreation if they are not already so used. There are in every community highly trained, cultured men who have studied the history of the race, the nature of man, the laws of growth, who are concerned for the upward progress of mankind, who care not only for the religious but for all that is spiritual. Perhaps no single group has a better understanding of the importance of leisure-time activities, of recreation in building men's lives, in building families, in making more of man, in making man more alive. Recreation can give the church more on which to build. The church has tremendous potential if not actual leadership for recreation.

The church has buildings, a trained and cultured and understanding leadership, millions of children, youth, people of all ages spending time in its buildings, under its leadership. Wherever man is, there is need for recreation. There is and always will be need for recreation within the church.

Recreation leaders do well to recognize that there has always been recreation within the church, always will be, always should be. Wise recreation executives have helped church leaders plan their buildings to be better adapted to recreation, helped the church leaders to plan their within-the-church recreation program for their own people, encouraged the church leaders to work for better tax-supported recreation in the schools, in the parks, on the municipal playgrounds, in recreation centers.

In certain communities the church and the municipal recreation system have worked in close cooperation in training parents for wise home leadership in play.

The church stands for rightness in the individual, in the family, in the neighborhood, in the whole community.

No group has a greater stake in the effectiveness of the whole city, town, village, rural recreation program in building abundant living for all.

Recreation leaders do well to recognize the power of churches united for wise recreation for their own membership, united to place power behind the entire tax-supported municipal recreation program.

Neither parks, nor schools, nor churches can do the whole job alone. Each has its place, as do the homes and the parents, also. Unitedly, cooperatively, all the institutions where men and children are can give opportunity for the joyous, strong, abundant living that is America.

HOWARD BRAUCHER.

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To RECREATION:

"I have read with interest the December issue of RECREATION, and the two articles on football. On page 415, 'Football Standing-Up' describes the organization of 'touch' football leagues in the Los Angeles Municipal playgrounds. On page 420, 'A Junior Football Program' tells of Scarsdale, New York's Junior Football League where the youngsters are supplied with all necessary equipment. On this same page you ask for comments on advantages or disadvantages of this activity. My observations are as follows:

"It is unfair to the youth of today to eliminate football from our recreation program. The youngsters expect and get other team sports—baseball, basketball, and the like. The question of whether they should be allowed to play football seems to hinge on the roughness of the game and possible injury to the players. I believe it is up to the recreation personnel to develop the game so that the youngsters can get enjoyment, and still minimize the danger of injury.

"I also believe that if supervised recreation programs do not include football, the boys will form their own teams without benefit of proper equipment or proper SUPERVISION, and play on some vacant lot. There is more danger to the participant here than in a semi-rough game under supervision.

"Our answer to this problem in our community was the development of 'Flag Football' last season. Each youngster has a two-to-three-inch wide, three foot long, piece of canvas looped under his belt at each hip. No other playing equipment is supplied. No shoulder guards, helmets or other protective devices are used. Basketball shoes are recommended but street shoes are approved.

"The teams are composed of eleven men each and they play by regular football rules. No tackling is allowed, and blocking may only be done by using the body. To 'tackle' the ball carrier, the opponent must grab one of the flags hanging at his hips. When this is done, the man grasping the 'flag' must raise it over his head, signifying that the runner is down at that point. In some instances, the runner has ambled along for a touchdown before realizing he was 'down' twenty-five or thirty yards from the goal line.

"This type of game offers all the thrills and running ability needed in regular football without simplifying to the 'touch-tackle' style which stops the ball carrier by merely touching him. It also eliminates the cry of 'you're down, I touched you' of 'touch' football.

"Our teams are all rated on the exponent system of age, height and weight.

"I repeat — do not discontinue football — but adapt it to the boys' playing, to eliminate the danger of injuries."

L. L. SEIFERT, *Director of Recreation, Chico, California.*

To SUBSCRIBERS:

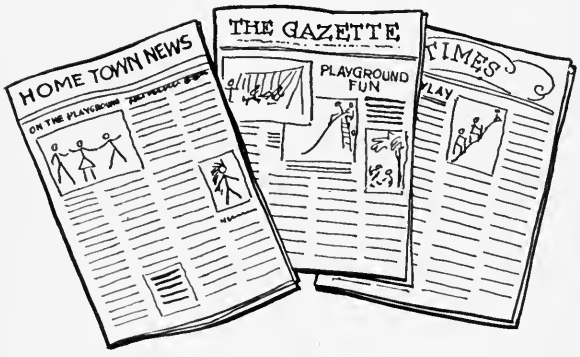
For further information regarding Flag Football, see *Suggestion Box,* January and March 1948 issues of RECREATION.—Ed.

To RECREATION:

"Removable tennis court posts, mentioned in the January *Suggestion Box* of RECREATION, as well as permitting use of an area for flooding and skating, will also allow use for emergency overflow parking. It is necessary that the courts be sanded to absorb oil drippings and to prevent the staining of the court surface. A five court battery will accommodate approximately a hundred cars. Exits and entrances should be carefully planned and controlled for the best results."

JOHN CONRON, *Cohasset, Massachusetts.*

Public Relations in the Recreation Program



Richard G. Mitchell

THIS ARTICLE WOULD have a far more dramatic flavor, and would probably be easier to write, if it were true to say that recreation, as a movement, is at the crossroads, and that it is the solemn obligation of every recreation executive to give his all to make certain that the idea of community recreation shall not slide back into the thinking of the 1850's.

Such an introduction would be patently untrue, of course. Recreation as a community responsibility is here to stay, and what we must be concerned with is not perpetuation of the movement but enhancement of values.

However, there is some reason to believe that it would be true to report that recreation is at the crossroads in terms of its integration with modern concepts of public administration. Recreation executives may well be at the threshold of an era during which they will need to become as aware of the techniques of public administration as they now are of officiating at a basketball game.

A city manager told me, not long ago, that his complaint against recreation executives was that they did not seem to comprehend the place of recreation within the public administration framework which is adding dignity to our local governmental administration. To quote him: "They (the recreation executives) want increased appropriations and passage of bond issues, yet expect the city manager or someone else to do the job of selling their idea for them."

Because I've had some experience knocking around in newspaper offices, and because I wanted to probe further into the remarks of the aforementioned city manager, I visited the local newspaper and discussed the recreation program with that paper's sports' editor. His remarks added further illumination. His candid observation was that the local recreation executive wouldn't know a news story if it climbed up on his desk and made sheep-eyes at him. What the editor was interested in was news—and he properly gauged that the local recreation department could be an exciting and steady source of that commodity if the responsible personnel would only grasp the possibilities inherent in the program and understand the simple mechanics required to translate that potential into a favorable press.

Not so long ago there appeared in a newspaper an account of the budget session of a city council, in which one councilman was reported as having violently denounced a proposal to increase the recreation department appropriation "when the police and fire departments need more manpower."

The councilman's attack on the recreation budget, as reported, was neither logical nor fair. But he had the headlines and seemed, to the casual reader, to be a loyal friend of the taxpayer. Behind the scene, and unrecognized in this denunciation, was the fact that the recreation department in question is doing an exciting rebuilding job, both in facilities and personnel, and its budgetary proposals could only be considered modest and reasonable, to say the least.

It seems self-evident that the recreation executive did not include in his planning the consideration of methods to use in soliciting preliminary support for his plan. It seems he failed to contemplate the need, and make provision, for interpretation of the department's budgetary problems, both to the council members and to the taxpayers. If he had done so, it is reasonable to conclude that,

when budget hearings were held, the process would consist of the deliberations of an informed body rather than the criticisms of an uninformed member.

This process of interpretation is just as proper an administrative activity for a community recreation department, and just as important, as is the same kind of activity by any other community agency or private business. We, the people, subscribe to the proposition that the people must be informed. In the accomplishment of this informing we use the media most suited to our purpose,

"Does your organization have someone, either a staff member or a volunteer, who really knows how to prepare and place press material?

"Are you on cordial terms with your local newspapers?

"Do you make full use of all the departments of the papers?

"Do the editors use a fair average of what you submit?"—From *The ABC's of Public Relations For Recreation*, National Recreation Association.

plan the approach in tune with tested concepts of public relations, and seek, as the product of this effort, a favorable attitude toward our work.

Simply stated, public relations is the technique of interpreting to the public the work the agency is doing in such a manner that this work will be understood and will earn for the agency public respect, interest and support. The techniques for obtaining and maintaining good public relations, at least insofar as a recreation department is concerned, are relatively simple.

It is axiomatic, however, that before you can embark on a program to gain public confidence and support, you must have something worthy to report. Public relations activities are not substitutes for performance. They are only useful as they are intelligently used to report what the department is doing for the people who are, or might become, interested in such information.

The prime reasons for reporting to the public are: 1) to interest people to the point of program participation; 2) to present facts about the department's hopes and ambitions; 3) to keep the taxpaying citizen aware of the role the department is playing in the community.

The media available to the recreation department for a public relations program include: printed matter (newspaper articles, annual reports, letters, posters, billboards, and so forth); radio broadcasts; personal appearances by spokesmen for the department; exhibits and other miscellaneous dramatizations of specific program highlights. There are other media, of course, but the ones listed above are likely to prove of greatest usefulness in such a program.

The newspaper is the most generally known means, available to the recreation department, of disseminating information. Newspaper editors are in the business of finding and printing news, and many of the department programs, actions of recreation commissioners, and activities of department personnel constitute a commodity the editor is seeking if he can get it while it is still fresh.

If the chairman of the recreation commission makes a statement before a local lodge on the need for more playgrounds; if the superintendent of the department attends a conference of recreation executives; if a playground leader has an especially interesting program to offer youngsters at a certain hour—these are all news items.

Athletic contests for both youngsters and adults are rich in news value for the program. Editors want to print stories about local people. You'll find how magnificent the editors' cooperation can be if you'll do the following: 1) see that they receive, at the earliest possible date, copies of league schedules; 2) invite them to attend league meetings; 3) see that box scores are delivered to them immediately after games; 4) help them prepare league standings, batting averages, lists of high scorers; 5) make suitable reserved facilities available for their use if they desire personally to "cover" a contest.

I have frequently found that the recreation executive thinks of his newspaper publicity largely in terms of the so-called "human interest" story. Such stories are fine material when properly handled, but their value lies in the uniqueness of the situation and the manner in which it is treated. Such stories should be taken in stride—as part of the whole business of reporting what the department is doing. They are as satisfying and delightful as mince pie at Thanksgiving, but no substitute for the whole meal.

It appears that most local recreation departments are lagging behind in the use of posters, especially when many other city departments use this media. The poster doesn't come into the home as the newspaper, radio message or letter does, but if it is attractively prepared and intelligently displayed, it will capture its share of interest. Principal utility of the poster is in conjunction with other media as a means of announcing departmental activities, such as the formation of a crafts class, a folk dance festival, summer camp plans, or athletic events. Poorly printed posters will have a reverse result to the effect intended, by creating

an impression in the viewers' minds that the department executive doesn't know how to spend money intelligently.

The annual report, once a stodgy recital of facts and figures, has been revolutionized in recent years. However, increased printing costs have, to a large measure, reduced the possibility of widespread distribution of the report. Today's annual report should be distributed with discrimination to those persons whose activities and interests align them with the goals of the department or whose support the department requires.

The content of the annual report should be such as to give it a year-round usefulness as a source book. It can be generally said that recreation departments, while modernizing their annual reports, have not produced the well-conceived type of report which other social agencies have evolved.

Since it is not reasonable or practical to attempt to put a copy of a printed annual report into the hands of every citizen of the community, it is suggested that consideration be given to a second type of report—a pageant or exhibit—where all activities of the department can be reviewed for public display, featuring selected groups of performers from each of the activities so reviewed.

In the use of radio, there is only occasional validity in having a department spokesman read a prepared speech into a microphone. Even the more dramatic forum has its limitations. It is poor judgment to believe that a public relations program is operating successfully merely by obtaining inches of newspaper space or minutes of radio time. It's the use made of that opportunity—the interpretation which is done—that provides the yardstick. A series of spot announcements, a broadcast of the final games in the department softball tournament, a children's dramatic program—these are the kind of things to which people will listen while they are waiting for something else or because they are genuinely interested.

And now, how about speeches before special groups? A good speaker can vastly enhance the department's prestige. The department executive should be able to do a good speaking job himself, and should also know whom he can depend upon for an articulate and interesting presentation of his department's program and needs.

Preparation is needed in planning a speaking program. Some realistic goals must be set up, careful thought given to their attainment, and necessary data accumulated so that the speakers have facts from which to talk. Unless this planning is done, the result is not likely to be as profitable for the department's welfare, and the time spent may actually represent an unproductive expenditure of energy and funds. It is possible to remove the act of public speaking from the sporadic, poorly defined, unintegrated type of activity it is frequently allowed to become, and to fashion it into a wisely calculated endeavor.

Once the ingredients of the speaking program are prepared so that the speakers know what should be brought to public attention, then the securing of speaking engagements must be organized, rather than left to chance. Whether the speaking program is to consist of playground leaders speaking on the topic of the after-school playground at school assemblies, or a committee of distinguished citizens campaigning in favor of a bond issue for additional recreation facilities, there must be organization. This is done by cataloging every group the department is interested in reaching (lodges, clubs, churches, and the like); learning who are the leaders of each group; knowing something of the group's program so that the superintendent can intelligently determine what it will be interested in hearing about; and then making known to those responsible that the department is prepared to provide a suitably prepared speaker.

Some executives feel that soliciting favorable publicity is unethical. Others seek publicity but do not apply suitable measurements to determine whether the product is worth the effort. To each can be given the same admonition—tax-supported agencies have a responsibility to report frequently on their activities and efforts. The people who make the program possible by their dollars are entitled to such an accounting. There is nothing unethical about submitting records for public "audit," and everyone will be gratified when the department head takes the time to translate his statistics into an interesting form. The alert executive will find that a realistic allocation of time and attention to securing good public relations is an administrative responsibility that will steadily pay dividends and will make the recreation movement in his community prosper.

Anyone who has observed children at play knows that dancing is a natural activity.

Modern Danc

"A dancing child is a happy child."

MUCH HAS BEEN said, and a great deal has been written, about modern dance—with particular emphasis on the "modern." Yet, in an effort to determine its values as an educational factor, an investigation proves that the only thing modern about it is the name.

The history of dance tells the story of mankind in a panorama of motion from the cave to the skyscraper. Like a tree, it has developed many branches and weathered many storms in an evolution from the ritualistic to the spectacular, from the primitive to the stylized. For a period of time it abandoned its native intensities to become a source of amusement for the brocaded nobility of European courts. It made the long journey from the minuet to the jitterbug, and from the singular delicacy of early Italian ballet to the abstract imagery of an American, Martha Graham. But no matter how complex its development, or how intricate its relation to the cultural landmarks of civilization, it has travelled far and long only to return to its very beginnings, basic dance. For that which we call modern dance today is, in reality, basic dance—the physical expression of an emotional state.

Since the aims and purposes of education converge around the desire to offer our children every possibility for the development of the personality as a whole, it has been found profitable to examine dance as an educational factor and to use it as such. There exists in every human being an innate need for a creative art activity. In order to direct this creative energy, so strongly evident in children, a medium of expression had to be found in which original talent played a minor part. Not every child is artistically gifted; yet every child deserves a chance for better development through creative art. In modern dance, we find a medium of expression ideally suited to our aims. Few children are potential dancers in a professional sense, yet all children can dance. It is a perfectly natural thing to do, and anyone who has observed children at their play will support this fact.

As an art form, modern dance uses the body as an instrument. A closer relationship between art and artist cannot be imagined. Dancers perform what they create without the aid of any other medium. Sufficient unto itself, the self becomes art. One of the outstanding facts about modern dance is that the study of natural body movement serves as the basis for the various techniques employed. Through this, an added emphasis is placed on its educational value, because this type of training permits individual expression with the least amount of strain. It makes obsolete, except for professional purposes, years of tedious drilling with feet in unnatural positions, as in traditional ballet, and rejects any suggestion of forcing the body beyond its natural resistance point, as in acrobatics. The main object is to train the body to obey the mind, according to natural laws. It seeks to establish muscle control and coordination in preference to spectacular tricks and attitudes. Although modern dance offers the individual an opportunity for self expression, it does not foster the projection of personality, but directs the activity to become a sharing of an artistic experience.

All over the country an appalling number of children enter dancing classes with the idea firmly fixed in their minds that they are being sent because they are awkward and clumsy. Whoever may be responsible for suggesting such a thought to a child has committed an error of great magni-

n Education

Sidi Hessel

tude. There is no such thing as a clumsy child. Only the children who have not as yet acquired control over their bodies may appear to be awkward. These small people have not had enough time to think about such problems. They were, no doubt, busy learning to walk, and to talk, and to mind their manners at the table. At any rate, it is impossible to expect good coordination in children when we have convinced them of their inadequacies.

Modern dance offers invaluable opportunities for the development of the qualities which are so desirable—poise and self-confidence. Again and again mothers have come to me with despair in their eyes, urging me "to do something about Sally," only to sit in silent awe during her third or fourth dancing lesson, watching her excell in grace of motion and complete freedom from self-consciousness. The stock phrase usually is: "I had no idea Sally could do it." My stock reply is: "Did you ever suggest to her that she was capable?"

The children in greatest need of modern dance training are not the talented, or natural dancers, but those who appear to be all arms and legs; those in constant conflict with a world made up of protruding corners, and endless lamp-tables perpetually in the way; the shy, the slow, the hard to understand. Even the so-called problem child will derive specific benefits through participation in a program where the release of excess energy is desirable and encouraged. A congenial group, engaged in a non-competitive pursuit, offers ideal conditions for good social adjustment. If difficult children are allowed to run as fast as they wish, and to leap as high as they like, they are apt to comply cheerfully with the demand made upon them to follow the rules for good conduct.

A dancing child is a happy child, and a happy child, as a rule, is good. Education has realized the necessity for providing an adequate outlet for the child's imagination. Modern dance would be difficult to surpass, functioning as a stimulating element and as a safety valve for pent-up emotions.

Most instructors include improvisation in their program, and make it a point to devote considerable time to it. It is very remarkable how even the most retiring children learn to enjoy, and to profit, by this activity. A great deal can be learned about a child's character and state of mind through spontaneous dance. The imagination is given free reign during improvisation, and the child may follow his impulses without restraint. It is interesting to see the usually shy child suddenly charge through the room as if electrified, or the generally aggressive youngster make slow and appealing motions. A teacher trained to observe analytically, as well as critically, may often diagnose some emotional stumbling block and find the means of helping.

Generally, children dance abstractly, without a definite portrayal. At times they dance about the things which they understand and love. The little children may dance about kittens, the more mature about trees; whatever it may be, an outlet is found for their innermost feelings. It would be impossible to overestimate the importance of this particular phase in dance education. Without fail, the children who are allowed to improvise leave their lesson with a glow of happiness and a deep feeling of satisfaction.

In contrast to modern dance, most other forms of dance are restricted to a stereotyped pattern which is taught to the student as a skill. Children learn steps and attitudes, the results depending upon the individual capacity for learning. In essence, however, every child is taught to do the same things the same way. Modern dance functions differently—it does not consider the child as merely a student of the dance, but primarily as a student of life. Teaching material selected with this point of view creates a sound basis upon which qualities of discipline of body and mind are developed. If we consider the fact that modern dance in education does not concern itself with the training of professional dancers, but with the inculcation of all qualities, physical and mental, desirable in a good citizen, we realize how potent a factor it can be and its great merit in regard to the general development of our children.

The inclusion of modern dance training in the general elementary school program would prove of immeasurable benefit—opening new horizons for the many, instead of for the privileged few.

SING WITH ME!

Ann M. Lingg

Showing that community singing is popular, and conducting can lead to most anything—even a fourteen-room mansion . . .

CLAPPING HIS HANDS in Basin Street rhythm and shouting with the fervor of a revivalist, "And-a-one, and-a-two, and-a-three!" he launches 189 singing New Yorkers into an ancient psalm. He wears baggy slacks and a disreputable polo shirt. His blue eyes, half-hidden under a tousle of blond hair, give him a college boy look, but his square jaw reveals authority. "Turn it on, kids!" he cries as he stamps the podium with his bedroom slipper. And they turn it on.

He is Bob Shaw, the man who makes people sing.

A genius for getting music out of people is responsible for the meteoric career of this young Californian who, at thirty-two, heads the choral departments of RCA Victor Records, of New York's Juilliard School of Music, and of Koussevitzky's Berkshire Music Center at Tanglewood, Massachusetts. In addition, he takes his thirty-one voice Robert Shaw Chorale on the road and on the air; and continues in full charge of the Collegiate Chorale, his seven-year-old amateur organization whose professional standards impress the critics anew at every hearing. "You don't need to be a great singer to do great singing," he insists. "Give me a bunch of people who are sensitive to one another and to music, and you'll get something better than any one artist."

Robert Lawson Shaw initiated a choral renaissance in America by rediscovering community singing as a social and popular art. He has been active in all parts of the country, working with over 200 choruses. Within ten years he has conducted his way from the dormitories of Pomona College to a fourteen-room mansion in Westchester County, in which he lives with his attractive wife, Maxine, and their two small children. He could afford to turn down a convenient $100,000, recently offered him for the endorsement of some popular song arrangements. "If my name is worth that much I'd better hang on to it," he commented.

It all started in 1937, when Warner Brothers chose the Pomona campus as a backdrop for Fred Waring's *Varsity Show*. The college arranged an official dinner for the actors, and its glee club provided part of the entertainment. Bob Shaw, then a junior, had just been made student conductor. His intelligent handling of the music, his passionate enthusiasm, impressed Waring. The radio star had no chorus at the time and recruited the college boys to reinforce his singing jazzband. When he watched Shaw prepare the musical sound track for a Dick Powell solo, he promised Shaw a radio job whenever he wanted it. In the following year Bob wrote him for a summer job. Waring had just signed his contract for a new show, and had him come east to form the chorus.

When Shaw prepared to return to Pomona to finish his education, Waring offered him a permanent contract. Bob accepted, and celebrated by taking the Waring warblers to Dr. Harry Emerson Fosdick's Riverside Church to perform at a Sunday vesper. This was well in line with the family tradition from which he was about to break away.

For Bob had planned to be a clergyman like his father and grandfather. He was born in the small mining town of Red Bluff, California, the second of five children of the late Reverend Shirley R. Shaw, a minister of the Disciples of Christ, and Nelle Lawson Shaw, a church singer. The family used to sing hymns and folk songs around the dinner table and as they did the dishes; the neighbors called them the "musical Shaws." Later at college, the children, one after another, directed the small church choir which father Shaw had founded in his own day at nearby Glendora. With this, and other jobs, they earned their way through Pomona. Bob

corrected papers in the theological department, washed dishes, wrapped bread in a bakery at night —for ten cents an hour.

Here and there he picked up a little musical theory and piano which he thought would enable him to dispense with a choirmaster in the small churches where he expected to preach. But then the Fred Waring opportunity came.

The Waring show was on the air twice a day, five days a week. Its spectacular success brought Bob extra jobs with CBS, Olsen and Johnson, The Lambs, and Billy Rose. During the first summer of the New York World's Fair the Waring people were in the Aquacade, and a year later Rose offered Shaw a permanent job to supervise its production. But this was not what Shaw wanted.

What he did want was a renaissance of congregational singing, according to the best traditions of the Protestant church. At Christmas time 1941 he heard a young people's choir at New York's Marble Collegiate Church, and offered to form a community chorus around this nucleus. A two-line ad brought hundreds of applicants, most of them amateurs who loved to sing.

The infant chorale, without a place to rehearse, gathered in studios, hotels, private apartments, and clubs until they finally settled in City Center. They had no money; the singers each pledged a ten-dollar-a-year contribution (recently raised to fifteen dollars), and Shaw promised to cover the deficit out of his radio salary. Waring allowed them to use his music, and he also provided office space, a secretary and a telephone. Billy Rose lent them a spare piano from his Diamond Horseshoe, a huge red and gold affair which looked somewhat flamboyant in the small church where they happened to be meeting at that time.

With the war getting underway, there was increasing demand for volunteer entertainers. The Collegiate Chorale would sing anywhere. Soon people began to talk about them. Only a few months old, they sang at Town Hall. The following summer they appeared at New York's famous Lewisohn Stadium and stole the show from Paul Robeson. Then Stokowski hired them for an Easter performance at the Metropolitan Opera House and for Christmas music at the City Center. Later Toscanini came along and claimed them for NBC. After the first rehearsal Toscanini stated effusively that at last he had found "the maestro I have been looking for" in the younger generation.

The Collegiate Chorale is open to anyone "whose singing is any good outside the bathtub." Beauticians and morticians, steamfitters and fur-cutters, firemen and policemen, doctors, lawyers, librarians, salesclerks, teachers, and students belong. With them, the Chorale is very nearly a religion. Two girls gave up their jobs because overtime work interfered with the sing sessions. A Marine sergeant went AWOL because he didn't want to leave before a rehearsal was over—and lost his stripes.

The Collegiate Chorale and its conductor grew up together. Their schedule is terrific, and Shaw had to learn how to get results in a hurry. Uninhibited by formal training, he developed his trial and error methods by "working with sound." When the chorus studies a new work, he may group the singers into circles of eight or ten, so that they can hear each other better. For better tonal balance, Shaw insists on having more men than women, more basses and altos than tenors and sopranos, highly unorthodox practice. So is his principle of grouping the singers differently at each concert, and even switching them between numbers, according to the music. When he first did this, indignant articles appeared in the musical press. "Nonsense," snapped Shaw. "What's wrong with it if it sounds right?"

The family enjoyed folk songs in the evening.

Shaw's enthusiasm is highly contagious. "Let's go, people," he will shout. "Give it swing and drive! You've gotta feel it emotionally. You can't get it except out of yourselves!" Sometimes he will burst into magnificent metaphor: "Come on! This music explodes. It MUST explode—high up in Heaven somewhere!"

For Shaw, any group of people is a potential singing society. At college, when the theological students attended a religious conference at Asilomar, he became notorious for accosting delegates and urging them to sing with him. Years later, when he was already well-established, he was supposed to lecture on his methods to a National Educators Conference at St. Louis. Bob marched onto the platform, picked sixty among 1,200 music

teachers, and announced that he'd rather make them sing, as a demonstration. After two days of practice, the chorus of sedate professors was nationally broadcast from the convention floor.

The event unleashed a torrent of letters from participants and from radio listeners. Calls from other choirmasters "to come and show us how," poured in. Shaw traveled thousands of miles to train choruses. Out of a war bond rally held by industrial workers in Bound Brook, New Jersey, grew a permanent community choir. The Minneapolis Chorolaires, the Houston Chorale, and a brand new one in St. Louis, as well as the Skyline Club of Pan American Airways employees, were fashioned after his pattern, and sometimes with his assistance.

Draft boards and war work claimed Chorale members at the rate of one a day. New voices had to be rushed in. And then one day in 1945 the U. S. Naval Training Center at Sampson, New York, received inductee Robert Shaw, after a farewell party given him by Fred Waring. It had been farewell forever to Waring; for when Shaw returned after V-J Day, he decided that show business was no longer for him. "In all those seven years," Shaw explained, "we didn't do any music I could *cry* over!"

As he expanded his teaching activities, Shaw became a student himself. He still takes music lessons from Julius Herford, a colleague of his at Juilliard, who was formerly one of Berlin's most distinguished teachers. When he performed Brahms' "Requiem" for the first time, he conducted a large part of it with clenched fists because his hands trembled so!

But he'll never even try to learn the formalities of his profession. "It would be awful," he wrote in one of his weekly heart-to-heart letters to the "Dear People" of his chorus, "if the Chorale ever became a respectable institution!" Likewise, before his first radio broadcast, he turned to the studio audience: "Instead of shedding 'em one by one, I might as well get rid of 'em right now." And took off his coat and tie, opened his collar, stepped out of his shoes, grinned, and started.

Sometimes Shaw's informality pays big dividends. He was at his wife's bedside after the birth of their son when a desperate call reached him at the hospital. Jan Peerce had cancelled his appearance at a Town Hall subscription concert that very night and Shaw was asked to substitute with his chorus. A few hours later he herded thirty singers onto the stage and blithely announced to the audience that they would have to do a little practicing beforehand. He gave a full rehearsal, complete with calisthenics and vocalizing exercises, before the thrilled listeners, and then had the program sung through, concert style.

Conducting five different choruses, Shaw is now, in his own words, competing with himself. But he conceives of them all as part of one central idea—to spread the love of singing. He has a solid nucleus of music students whom he uses in all of them. Also, when he performs with the Juilliard students in Carnegie Hall, he places the Collegiate Chorale in boxes in the auditorium, from which vantage points they join in the singing. Last summer a carload of Tanglewood students went with him to New York each week end, to sit in on his replacement show on the Charlie McCarthy hour.

Shaw can keep going until five or six in the morning and be back at his desk at ten. Before concerts, he may ponder over details of the music through a long night and collapse on the couch in his office after lunch, for a brief nap. Breakfast is a rarity, luncheon sketchy, dinner anywhere between three p.m. and three a.m. Three quarts of milk a day keep him going, he says, and a full night's sleep once in a while will straighten him out.

Shaw seems to thrive on a high pressure schedule. And because he's never really satisfied, he keeps his singers going, too. When they rehearse under an orchestra conductor, he will use the intermission to work them a little more for precision and discipline, to the bewilderment of the paid instrumentalists who wouldn't dream of lifting a finger during recess.

But, come the breathing spells, the taskmaster is always eager to share a new musical experience with his fellow enthusiasts. During a strenuous session before the Collegiate Chorale's 1948 Christmas concert, Shaw suddenly called a brief rest, sat down among his singers and began to talk, his voice occasionally faltering with emotion, about an exciting piece of music he had heard recently for the first time. Then all of a sudden he jumped to his feet, and with a roaring "Let's go!" continued to rehearse.

At the other extreme, he smashes chairs, hurling them methodically from the auditorium onto the rehearsal stage. His powerful voice can be a terror to his singers. But they dread it even more when he talks very slowly and calmly. "What you sing is absolutely obscene," I heard him say. "You can take anybody off the street and they sing more beautifully than you do."

After such outbursts he can feel very low. "I know I was rude," he will admit. "But some-

times I'm so lonely up there. All those nice people against one man!"

Bob's tour last fall took him and his Robert Shaw Chorale through forty cities in six weeks. His programs covered a wide repertory, from ancient church music to tough modernistic works and his own arrangements of folk songs. They sang in churches, schools and music halls, traveling by special bus—Shaw sometimes flying ahead to lecture or demonstrate. On arrival, his singers were prepared to find him on the stage high up on a ladder, dirty, sweaty, and cursing, as he ripped off or rearranged curtains to improve the acoustics. At Kansas City, 1,700 high school and college students from all over the state joined in one huge chorus for the program.

Shaw loves nothing better than to encourage music-making among the young. And he wants you, and me, and our families and friends to join in, too. "Music is a community enterprise," he says, "an effort to unite the minds of men." Some time ago at a rehearsal he stared at two girls way back in the room and asked why they weren't singing. "We're visitors," they breathed shyly.

"Why don't you sing anyway? And-a-one, and-a-two, and-a-three!"

Music by the People

COMMUNITY MUSIC IS not a *kind* of music, but, rather, includes all types of music used for the benefit of all the people. Some have classified it as music "for, by and of the people." Music for them may be furnished through professional groups, but music *by* the people furnishes the vital phase of a community music program. The amateur spirit of singing and playing for the enjoyment of participation and the joy to listeners is its real mission. This amateur spirit does not refer to the caliber of performances, however, for superior artistic goals may certainly be attained.

But what is important to the promotion of amateur participation in all phases of such activity is an over-all coordinating agency—not merely concentrating on the organization of one community orchestra or one community band, but on a really comprehensive musical program. This involves cooperation with and service to all churches, lodges, service clubs, women's clubs, hospitals, industries, mercantile establishments, schools and homes.

Flint, Michigan, has one type of coordinating agency in the Flint Community Music Association. With certain adaptations, a similar set-up has been organized in Independence, Missouri. In some other cities, the coordinating agency is found in the Public Adult Education Program. In Los Angeles, the City Commission of the Arts has its music coordinator to develop its musical programs. Some universities are offering to organize services through their extension divisions. A few cities in North Dakota combine the financial resources of their City Council, Chamber of Commerce and Board of Education to secure a competent musician to handle the "Town Band," and to take charge of instrumental work in the schools.

The Flint Community Music Association, conceived by J. Dallas Dort and other Michigan founders in 1917, has proved very successful. High among its achievements is the Flint Civic Opera, an eighteen-year-old civic institution. Here, popular operas are produced in the English language by the city's own citizens, adhering strictly to all tradition—including the full opera orchestra, adequate scenery and costumes. The entire adult Community Music Association personnel is combined for this opera, including the staff, the Flint Symphony Orchestra, the Choral Union and leading vocalists originally banded together in the Flint Opera Society.

The Association is a member of the Council of Social Agencies and is particularly active in the recreation division. The slogan "Unity Through Music" stresses its social attitude, for it believes that music as a recreation minimizes all differences between ages—in that youngsters and adults can sing or play together; between sexes—since musical participation is suited to both sexes, although it can be confined to boys or men, women or girls, or in any combination; between religious creeds; political faiths, and so on.

Then, too, the rules of the musical game are varied. Singing groups may range from 50,000 down to the small church choir, sextet, duet or solo. Musical activities may be suitable for the open air stadium, the large or small concert hall, the church, the lodge hall, department store, the smallest home. And the music "game" is not called off "because of rain." It can provide an activity for the entire family and be available for every phase of life—from babyhood, through adolescence, marriage, all rites and ceremonies. In fact, what individual is not benefited directly or indirectly? What activity is more enjoyable and, at the same time, more "practical"?

Reprinted from the thirty-first Annual Report of Flint Community Music Association, 1947-48.

Easter--April 17, 1949. Past celebrations carry suggestions for program planning...

EASTER PARADE

Gertrude Flippen

IT STARTED OUT as a community center program for the East End. It ended with the appearance of seven of the models in a local department store's fashionette tea. That, in a nutshell, is the story of the Richmond, Virginia, Division of Recreation's first style show for teen-agers. But a book could be written to mark the events between, before, and after.

Always in search of something new and different, the program committee of the Division of Recreation hatched an Easter idea for teen-agers —a fashion show in the school community centers. They broached the idea to the superintendent of recreation and to the coordinator of youth activities for the division, and the suggestion was received enthusiastically.

It wasn't difficult to obtain a sponsor for this event for, when the subject was presented to Mrs. Margaret Crutchfield, youth coordinator for Miller and Rhoads, one of Richmond's larger department stores, she readily consented to carry the suggestion to the sales promotion division of the store. A few hours later, Miller and Rhoads was the sponsor of the Division of Recreation's "Easter Parade," a show for and by Richmond's teen-agers.

Then the job really started. It was decided that not only would there be four shows in four sectional community centers, but also that two girls and one boy from each section would be selected as models. (Boy models were almost unheard of in Richmond and, indeed, girl teen-age models were very scarce.) Accordingly, while the store worried about such things as the set, screens, lights, music and transportation of the clothing, center directors faced the problem of selecting and, yes, even of convincing the models.

In some centers, modelling clubs were quickly formed and girls paraded about school stages while the staff considered posture, walk and appearance. In other centers, time did not permit the formation of clubs, and directors were forced to select their models from observing boys and girls who participated in center activities. In some cases, both boys and girls were very willing to model, while it was necessary to convince others that it was "the thing to do" and that they would not be ridiculed as they appeared before their friends.

An additional boy was selected in each center to serve as a master of ceremonies, and his duties included introducing the musicians, the center staff and the fashion commentator. At the same time, ten to twelve girls were asked to serve as hostesses to welcome the guests, assist in seating the audience and in distributing programs.

Came the days for selection of clothing—in the latest styles, to be sure—but clothes that would suit the models as well as satisfy the store representatives. Then there followed fittings, alterations, picture taking, rehearsals, until the date for the first show rolled around.

This was given on an improvised stage in the school cafeteria with 350 persons, nearly 300 of whom were between the ages of fourteen and twenty, enthusiastically receiving it. As the models nervously stepped through the giant Easter egg onto the stage and runway, the audience took advantage of the commentator's invitation to "applaud if you like the outfit, applaud if you like the

model, applaud loudly if both the model and the outfit please you." Thirty minutes later, twelve models breathed sighs of relief as they stood for the finale while Irving Berlin's "Easter Parade" was sung. They were a success! When, dressed in their own clothes, they joined the members of the center in their regular program of table games and dancing, they were received as royally as Hollywood stars. The center director, responsible for all shows, also breathed a sigh of relief and was pleased when three boys, who had refused her invitation to model, asked if it was too late for them to become a part of the show.

Twice more that week the twelve models appeared in "Easter Parade" in different sections of town, and, each time, all the thrills of an opening night were experienced. Then came show number four and excitement ran high. Not only would there be a party afterwards, but store representatives would announce the names of the models who would be invited to appear in the fashionette tea the following Wednesday in the store's tea room.

The announcement came—the judges had selected three girls to appear: Ann, the only blonde; Jean, the brunette who walked with such a swish; and Ray, who, as she appeared on the stage at her own center, had created quite a sensation among the boys in the back row who were heard to exclaim, "Well, what do you know! Look at 'Slugger' Marlow up there. She was the only person on either team to hit a home run this afternoon." As applause broke forth, the judges added that all four boys were invited to participate in the tea, and that only the lack of time for alterations of summer outfits prevented Miller and Rhoads from asking most of the other girls to be a part of the show.

Needless to say, members of the recreation staff and proud mothers were among the early arrivals at the fashionette tea, and it was over the tea table that the program committee discussed the values of such a show and decided to make "Easter Parade" an annual affair. The thrill which the teenagers received from merely dressing up in new clothes for their friends was enough to warrant saying, "Let's do it again." But the poise, self-assurance and style which they acquired greatly overshadowed the thrill. No one could have been more at ease than the six-foot high school senior football player, in his dark green sweater with jacquard design, who stood on center stage and nonchalantly glanced at his wristwatch while shouts, whistles and applause echoed through the auditorium. (He later said that he did not know what to do with his hands, and that he couldn't just let them hang!)

The boys and girls learned that in order to be well-dressed one may be *simply* dressed; that style, color combinations, shoes and carriage are of utmost importance. Some of the girls wore colors they had never worn before because they had felt that they were unbecoming. Yet, they discovered how "smart" they could be when correctly using these colors. The boys learned that neckties make a difference — that they should blend — and that saddle shoes can be extremely stylish when *clean!* One sixteen-year-old girl discovered, to the delight of her mother, that she could walk in shoes with heels and that the right shoes can oftentimes make the outfit.

Miller and Rhoads itself was pleased with the participation of the teen-agers and their willingness to model in the store in the future; with the large audience viewing the costumes; and with the cash returns to the store as evidenced by customers asking for "a suit like the one Sonny wore in the fashion shows." In fact, the fashion coordinator, who was skeptical of the whole project, asked, "What can we do to cooperate with the Division of Recreation in the summer?"

But even this does not mark finis to the fashion show. Pride again neared the bursting point when a newspaper reviewer stated: ". . . and a slick job they did showing off the clothes. The four boys did their strolling and 'turns' with as much poise as the girls. . . . They modeled the sort of clothes that most of the mothers seemed to admire, and the result looked not like fashion plates, but the clothes teen-agers want to wear. Even the dressier outfits for the boys had an ease about them that gave the models a 'young Walter Pidgeon air'."

(The Division of Recreation in Richmond has since become the Department of Parks and Recreation.—Ed.)

"Have you ever wondered why you felt you had to wear a new costume on Easter? You can trace the idea back to an old superstition which still persists about its being unlucky not to put on a garment never before worn when you rise on Easter Day." *Olive S. Barton in The Woman.*

A KINDERGARTEN PARTY

Easter for Tiny Tots

Mary Lamia Quici

AT AN EASTER party held for kindergarten children in Copiague, Long Island, the mothers cooperated in making it a success. There were more than the twenty-five class members at the party since some of the mothers who attended brought along their younger, pre-school age children to join the fun.

The party was held in the kindergarten classroom and, as the children were well-behaved, the afternoon school session passed very quickly. The following schedule for the party worked out well:

1. Roll call.
2. Flag salute.
3. Grab-bag. Four or five jelly beans were wrapped in each package. The package containing all red jelly beans won the prize—a comic book. One of the mothers made the grab-bag.
4. Bunny game. This is similar to the tail-pinning donkey game. One of the children in the upper grades drew a large bunny, which was pinned against the door, low enough for the youngsters to reach. We made the tails out of gaily-colored paper, cut in the shape of an enlarged egg, with some absorbent cotton pasted on the large, rounded end. The name of each child was written on each tail for identification purposes in determining the winner. Later on, the children were given these tails to take home as souvenirs. The winner received a coloring book, together with a box of crayons; and the person farthest away received a whistle as the "booby" prize.
5. Refreshments. Baskets were set on doilies, both of which were made by the children, under the teacher's guidance. The baskets were filled with grass, jelly beans, candy corn and some chocolate. Cookies, baked and donated by the mothers, were set at each place. A small bottle of milk and a "Dixie" ice cream cup were also served to each child. Each mother contributed articles needed for the occasion, such as paper napkins, paper dishes, paper cups, and the like.
6. Musical chairs. The mothers in charge of the party cleaned the tables which had been set up for refreshments, and cleared the floor so that chairs could be placed for this game.
7. Lollipops for each child were put into the grab-bag and the children picked their choice, since the lollipops were of different shapes.

Not Material Things

THE FOUNDATION OF our strength and amazing vitality is not in material things at all but, rather, in the spirit of this nation and in the faiths we cherish.

The well springs of our vitality are not economic. They go deeper still. They are ethical and spiritual. Our society in America is founded upon a faith in man as an end in himself. We believe in man. We believe in man not merely as production units or statistics but as the child of God.

We believe that the purpose of our society is not primarily to assure the safety of the state but to safeguard human dignity and the freedom of the individual. We conceive the development and happiness of the individual as the purpose and the goal of American life.—*David E. Lilienthal, Chairman of the Atomic Energy Commission, in address delivered at Rochester, New York, January* 16, 1949.

Play Begins at Home

While written with rural homes in mind, this article applies to home folks everywhere.

Alice Van Landingham

HOME IS THE basis for a sound national life. It is the place where individuals should first learn joy, love, fairness, respect, loyalty and leadership—the place where the true art of living should be taught. Outside programs, sponsored by schools, churches and clubs, should be built on this foundation, even though these groups do not have the close, day by day contact with individuals which is necessary, and thus cannot begin early enough to be effective.

The above values should be developed while the family is alone, as well as while guests are present—the deep roots being planted while members work and play together. Parents should understand the needs of children during all kinds of experiences—failures as well as successes. Games in which a child may win sometimes and lose at others, thus learning to face the results, should be played. When unthinking parents always let the children win, the game ceases to be fun. Attitudes are caught by the little things parents do—how they react to everyday situations, not only when a game is being played, but when problems of living arise. This learning is a constant process and can be as much, or more, fun than any game.

Because there are many interests and activities other than in the home, and because some members of a family often work away from the home, it is necessary that many activities be arranged in advance, to avoid conflicting plans. It is best if parents start while children are very young to prepare for these definite times together. For instance, a family had Sunday evening snacks on trays in the living room, while they listened to the radio. These occasions were later referred to by the twelve-year-old daughter as "those good old days."

Some suggestions for having fun are:

1. Dinner table conversation.
2. Family discussions where certain decisions are made, such as the choice of painting the house or taking a trip. Whatever is decided will have more meaning and enjoyment because of the previous discussions.
3. Table and card games—dominoes, checkers, chess, rook, authors, concentration, donkey, hearts and quiz games.
4. Many homes have space for ping pong, shuffleboard, croquet, badminton, archery and horseshoe facilities.
5. A place for dancing, with a record player, is helpful to teen-agers.
6. Movie camera and projector, or a camera from which colored slides may be developed and shown on a small screen, may add much to family enjoyment.
7. Taking of strolls together in the evening to see the sunset, to smell the fresh fragrance after rain, to share the first snow storm, the first flowers in Spring.
8. Making of Christmas cards together, or Christmas tree ornaments; trying to cut silhouettes of other members of the family, or to sketch or paint them; making of block prints of the home, the garden.
9. Making family ceremonies of little things, such as the first tulip in the garden, the first robin, trimming the Christmas tree.
10. Sharing of good music on the radio or record player.
11. Reading aloud.

Many parents say that they cannot afford equipment for home play, but most of these pastimes need no equipment; furthermore, it must be remembered that the true value does not lie in the supplying of equipment, but mainly in intelligent leadership on the part of parents. Parents with a little initiative can spontaneously introduce a game and create fun for all out of the simplest activity. Eating in the backyard is a treat even

though food is prepared inside. A "one dish" meal with salad and dessert can be put into the car with not too much extra preparation and taken to a nearby park or picnic grounds, adding variety to family living. Of course, cooking out is even more fun, but sometimes this takes too much time. Celebration of holidays and birthdays of various members of the family adds much fun in the home. There are also many family cooperative projects for both in and out of doors, such as painting the living room, fixing any part of the house, planting a garden, canning or preserving.

Peach canning is a real event for one family. An agreeable day and time is chosen in order that there will be no conflicting appointments. The mother and three children take a bushel of peaches, cold pack fourteen jars, and grind the rest for peach jam. This is a most interesting time because of the spontaneous talk that takes place while hands are busy. When these peaches are eaten the following winter they bring memories of a happy time spent together.

Creative projects are fun. One family worked all winter in spare time planning and making equipment for their back yard. They made picnic tables, benches, trellises; planned the flower beds and the vegetable garden. Many pleasures are available for just two members of the family, father and daughter, mother and son. They may enjoy fishing, boating or working out a craft project. It is good for father and son, or mother and daughter, to create some article to wear or use in the home. However, the greatest value comes from the companionship developed while working quietly together.

Sharing the home with friends is also a joyful experience; good food, a few planned activities where each, in turn, participates, add much to the fun. But even more important is the opportunity of extending a sincere welcome, which can be felt. A woman once asked why it was that after attending a party in one home you were inspired to be more friendly while at another party, in a home with perhaps more material beauty, you were left cold. This is a stimulating comparison; and by observing the value of warm friendliness, and by using a program of games and other activities, we learn how to express this sincere welcome. A county agent once said that in homes where the family lived a full life he always felt free to drop in because he knew he was welcome. In such homes there is no time wasted on lengthy apologies. Too many apologies assure the visitor that he is not welcome. Good homes are an influence on other homes in our communities.

Some of the stabilizing forces in the home are:

1. Love and understanding.
2. Facilities that help, such as radio and record player, good books and magazines, indoor and outdoor games.
3. Planned times together.
4. A home open to friends.

Community leaders should do all that is possible to encourage the strengthening of the rural home by stimulating and informing parents of these basic values which may be acquired by recreational techniques. Some of these techniques are:

1. Planning projects to do together.
2. Making *sure* that they are fun and satisfying.
3. Sharing in planning as well as doing. Members of the family are never too young or too old to have a part in these family projects.
4. Observing holidays and special occasions.
5. Making the most of little things.

Fun cannot be handed out to members of the family—it comes only through sharing. Many current magazines suggest projects for family fun.

(For further suggestions see the booklet, *Home Play,* National Recreation Association, seventy-five cents.—Ed.)

New Home Life Pattern

A NEW HOME life pattern is developing among families who have television sets, according to the business administration department at Farleigh Dickinson Junior College, Rutherford, New Jersey, which has just completed a survey of the effects of television on the American home. The average televiewer, according to the survey, spends three-and-a-half hours a day at his set when he is at home, which means giving up certain other activities, particularly reading. Magazines and books—even comic books—stand high on the list of video casualties. It is reported that television has brought many families closer together, although forty-six per cent of the persons interviewed admitted that television kills conversation. The longer the family has a set, the more time various members of the family spend with it. The survey shows that homework is being interfered with, especially among younger children. Televiewers have cut their radio-listening time by seventy-seven per cent and their attendance at sports events by forty-four per cent.

Paid Leadership for Club Work

Doris R. Worrell

TRADITIONALLY, CLUB WORK has been in the hands of volunteer leaders under the general direction of a small staff of organizers who help prepare materials and suggestions for the volunteer and who conduct community in-service training classes. This plan works reasonably well in groups having average or above average incomes and who have had average or above average educational opportunities.

However, in low income areas having large families, and where it is necessary for both parents to seek employment to support their families, or where the average educational level is low, stable competent volunteer leaders are very difficult to find. Occasionally, an adult from the "west" side of the tracks will volunteer service in underprivileged areas but, generally speaking, the contact is not long lived.

Because of unstable home conditions and frequently bad neighborhood environment, children in underprivileged areas are in need of stable, continuing influences over a period of time.

To meet this need, the Youth Services Supervisor, Elementary Education Division of the Los Angeles City Schools, revived the playground club for boys, the "Thunderbirds," and started the "Girls of the Crossed Arrows" for girls. University students were recruited on the basis of their previous training, background, personality and volunteer service, with the understanding that they would serve a minimum of one year. They were placed on the payroll at a playground director's hourly rate of pay. This gave the dual control of continuity of service and immediate dismissal if service was not satisfactory.

Clubs were organized through the schools and playgrounds. A remarkably fine staff was recruited. The young men were ex-GI's with a maturity not found in most younger college students. The young women leaders were majoring in recreation, teacher-training or social work.

These clubs were not started in competition with nationally organized groups. Where it seemed apparent that nationally organized clubs could meet the need, students were referred to such organizations as Camp Fire Girls, Boy Scouts, Girl Scouts, and the like. Although a manual was drawn up, the program was purposefully flexible in order to meet the needs of each group, particularly minority groups.

Coming from underprivileged homes, many children had to learn the most elementary principles of socially acceptable attitudes and behavior. The growth and responsiveness has been amazing. In one club, the girls were told that they would not be permitted to come to club meetings unless they had taken a bath. The director, who is a fastidious person, said she couldn't stand the odor. Now the girls come clean and dressed in their best—the club is a privilege. One girl who had been particularly antisocial finally came to the director and announced, "I am now open for criticism." From that time on she became a most cooperative club member.

Other groups, who were bad behavior problems at first, have learned the rules of good conduct and courtesy to the extent that the director feels free to take them anywhere by public transportation, and has confidence that her girls will be outstanding in courtesy. Other patrons on street cars have remarked how well-behaved the groups are. Such behavior was not achieved without many hours of discouragement for the directors. The children had much to overcome, and volunteers probably would have given up.

(National organizations are often too expensive for low income groups. Children cannot afford uniforms, or other required items.)

By being organized under the recreational bud-

get, dues are very nominal and most supplies are furnished. These are kept of a simple nature. As may be suspected from the names, the clubs use Indian symbolism.

The girls make their own stoles upon which they place the honor symbols which they have earned and, incidentally, made themselves. The boys likewise make their symbols out of leather and have earned money for "T" shirts on which to place their symbols.

No two clubs and their programs are alike—yet there is a general pattern of activity. One director had to spend several meetings working on minority tensions between Negroes and Mexicans—members of two of his clubs whom he had taken on an excursion together.

Every effort is made by the director to recruit volunteer helpers from the neighborhood, but the paid director is held responsible for seeing that there is a leader at every scheduled meeting.

Because of the continuity of service, principals have been most enthusiastic over the program. Demands for this type of leadership are far greater than can be met under the present budget, but it does seem to show that, in some situations, there is a place for paid leadership clubs.

Promotion Tips

from

"Take It Easy"

Frank E. Smith

MANY ARTICLES ARE published annually describing the colorful shows put on by employee organizations and other groups. Few, if any, attempt to include the many phases of promotional build-up so important to the success of a show. At General Electric in Erie, Pennsylvania, we believe that the promotion of our recent production —"Take It Easy"—reached an all-time high in pre-show promotion.

The General Electric Athletic Association was fortunate, indeed, in having as a GE employee George Fleugel, one time advertising manager for several nationally known organizations. Fleugel, working with the association director, developed an outstanding piece of promotion which may convey a few good ideas to others who are planning a production of some sort and wondering what can be done to bring it to the public eye.

The publicity was planned several months in advance and was gradually launched three weeks ahead of time so that it would hit its peak when the show opened.

It was a bright, sunny morning when GE employees ran into the first evidences of a smashing program. Detours on local streets limited incoming plant traffic to three roads. As the thousands heading for GE came to within one mile of the plant, a twenty foot streamer sign across the streets met their eye, with twenty-four inch letters screaming—"Take It Easy." After parking their cars in the company lots, the workers heading for each of the three gates were met with three other billboards telling them that "Take It Easy" was but three weeks away. Company restaurants were bannered with similar signs. Napkins used in these same restaurants were stamped with information about the show—so that dates, admission charges, location and other pertinent data were in front of each employee's eyes when he raised his napkin to his lips.

Routine ads in all local and plant papers were used but, to further attract attention, ads were placed in the columns listing "lost and found" articles and "business opportunities." The "lost and

found" column ad announced a reward for five tickets which were said to have been lost—and weren't, of course. But we did receive several calls about them!

A downtown ticket office was opened a week before the show to serve the non-employee public. Its opening was emphasized by having an airplane drop 10,000 leaflets over the downtown area, and by means of a sound truck, which traveled around the town, telling everyone all about the big show. Coupled with the above, the local papers used plenty of pictures, including a Sunday feature devoted to the event. The store manager, who cooperated in allowing the use of his store for a ticket office, also allowed a display of pictures in his window.

Several hundred posters were placed in stores, garages, waiting rooms and other strategic locations. Complimentary tickets were given to each cooperating merchant — one for each sign, the thought being that no one would come alone. Pictures of employees appeared in the GE newspaper, and anyone identifying them was given a single "comp." Other "comps" were thrown from the airplane.

The cast and a corps of plant salesmen sold tickets in advance at the Athletic Association office. This, of course, is a routine procedure. Employees were sold reserved seats for the opening night for a dollar; for the other two nights, members of the association could purchase reserved seats at the same price, but all others had to pay one dollar and a half. Thus GEAA members, whose organization put on the show, were given the best possible deal. GE employees who were not members were given special prices for one night, and the general public paid a slightly higher fee. General admission and children's tickets were one dollar and twenty-five cents and seventy-five cents respectively.

On the day following the first night's performance, telegrams were sent to the editors of all local papers and to managers of the three Erie radio stations, telling them all about the opening. The response was more news comments over the radio, and the appearance of two more newspaper photographers on the second night—and many of the pictures taken were used. Every day, at noon, the GE public address system urged employees to get their seats soon or sit in the next county to see "the gala, glamorous, glorious 'Take It Easy'."

One more angle which helped in getting more publicity, and which served the community as well, was an open invitation to the local children's homes to send their charges to the show, free. They did, and over a hundred children laughed and had an evening of fun. The looks on the faces of those youngsters repayed every bit of effort put into what, we at GE think, was a real promotion job. Did it sell tickets? What do you think?

An athletic association built an employee revue up to a "smash hit" and a community turned out to see the show.

What Other Cities Are Doing for Servicemen

Tacoma, Washington

Mr. Thomas W. Lantz, who is Superintendent of Public Recreation in Tacoma, writes to the National Recreation Association as follows:

On September 2, 1948, Fort Lewis authorities informed the Council of Churches of Tacoma, Washington, that there were 1,800 young men, eighteen years of age, and 2,300 volunteers at the nearby Fort (twelve miles from the city). I was called into a meeting to discuss plans to do something for them when they were off duty. Several of the people present knew that I was with the Federal Security Agency for a short time during World War II and felt that I might contribute, on the basis of experience. One of the first things I recommended was a Mayor's Citizens Armed Forces Committee which would be more widely representative of the people than the Council of Churches. This suggestion was followed.

The Mayor appointed a committee with Colonel James Stack, USA retired (formerly on Eisenhower's staff), as the chairman. Reverend Loyal Vickers, executive secretary of the Council of Churches, and I were appointed vice chairmen. Each vice chairman has a number of committees under his jurisdiction.

One of the first projects of the Citizens Armed Forces Committee was to provide a reception for the young enlistees who had time off in Tacoma, Saturdays and Sundays. The young soldiers came in batches of 500 and were welcomed by the Mayor. A member of the Chamber of Commerce staff told the boys what they could see and do in Tacoma. The three religious faiths had booths in the Armory to provide home hospitality for the boys over the week-end. The Musician's Union provided an orchestra for the music. This little welcome ceremony lasted about forty-five minutes, and took place over a period of several months.

The general meetings of the Committee attract approximately fifty to seventy-five citizens, and some of the operating committees are:

Recreation—provides free tickets for basketball and ice hockey games; Dance—conducts dances every two weeks at the Armory; Health—reports on the venereal disease situation; Welfare—not too active; Housing—has obtained permission from the local Housing Authority and the U. S. Government to use a housing project built during the war for a Negro dormitory, and is looking for more space for sleeping quarters for servicemen over the week-ends; Negro—entertains small groups of Negroes over the week-ends in homes and at churches; Churches—promotes home hospitality and takes boys to church; Home Hospitality—acts as a clearing house for boys wanting to be in a home over week-ends; Hospital—acts as a clearing house for all recreation and entertainment programs at Fort Lewis Madigan Hospital and all other veterans hospitals in the area, having done an outstanding job at Christmas time; Public Relations—keeps the newspapers and radio informed of the activities of the Committee and publishes a weekly booklet of events for distribution among servicemen, called the "Totem Pole"; Finance—raises money for the Committee.

As of January thirteenth, we have been informed that there are 30,000 servicemen in the area surrounding Tacoma.

"The welfare of young men in service is of vital importance to the nation, and recreation will play an essential part in the program. When periods of freedom come after the hard, routine hours of soldier-making, wholesome recreation under trained leadership must be easily available. This is essential both for making good soldiers and good citizens."—*Springfield College.*

Personalities in
the Recreation News . . .

Home from Japan

MISS KATHARINE MONTGOMERY DONALDSON has devoted nearly twenty-five years of her life to recreation; and was a member of the first Recreation School conducted by the National Recreation Association in 1925.

This February she reported for duty to the Department of the Army in Washington, D. C., to establish and direct a recreation training center at each U. S. Army Headquarters, and to instruct newly recruited Army hostesses. The years in between had brought the technique and knowledge—through study and experience—that make her the invaluable person she is today.

To supplement her regular education through the years, she has taken courses in child training, psychology, public administration, and mental hygiene at Rutgers University; courses in recreation at New York University; courses in athletics, information and education at the Army Special Services School.

At the age of twenty-two, Miss Donaldson became Director of Neighborhood House, New Brunswick, New Jersey, working with Italian, Lithuanian, Syrian and Polish immigrants. At twenty-eight she was Supervisor, Professional Division W.P.A., for northern New Jersey. Since then, her career has included further wide experience in settlement work. In Washington, Pennsylvania, where she was Director of the Weirlich Avenue Settlement House, she cooperated with city playgrounds on a project for providing additional recreation facilities for area youngsters at other settlement houses.

During the early stages of World War II, trained recreation workers were wanted by the War Department to plan and execute a well-rounded recreation program for enlisted personnel on the military bases. Miss Donaldson was a member of one of the small original groups of Army hostesses assigned to Camp Lee, Virginia. After one year there she was made chief hostess of the three service clubs at Camp Pickett, Virginia.

During wartime and the early occupation, she was with the Red Cross in a supervisory capacity—in New Guinea, the Philippines, and Japan. She also served for a time with the United States Navy at Samar and Cavite. She was the first woman Supervisor of Recreation for the American Red Cross, Far Eastern Theatre of Operations, procuring and organizing the establishments used as Red Cross Clubs. Since July 1947, when Special Services took over operation of Service Clubs from the Red Cross, she has assisted in the administration of sixty-two installations on the three main Japanese islands.

Miss Donaldson has the intangible qualities of a successful recreation worker—she faces facts but still maintains a friendly outlook on life; she has a delightful sense of humor; she practices what she preaches: "Tonight? I'd love to! That will be fun." Indeed she is a worthy member of the recreation tribe!

It's Recreation Tim

THESE FIVE LETTERS stand for the important words SPECIAL SERVICES FAR EAST COMMAND—that branch of the United States Army whose mission it is to provide an interesting, off-duty program for enlisted men in Japan, Okinawa, Guam, Korea and the Philippines.

It is a tremendous job.

The soldiers are young, with diversified backgrounds, training, education, interests and desires. Among them are those who are immature, homesick, shy, resentful; those who do not know what to do with their free time; those who are deeply concerned with their future and home responsibilities.

"Well, enjoy yourselves boys!" is obviously not the answer. So——

In 1946, Special Services was started as a War Department Administrative Service, and about a year later it became a postwar military establishment with responsibility for recreation service. There are three main branches of Special Services —the Exchange Service, Motion Picture Service, Recreation Service. Prior to the last war, no agency in the War Department was specifically concerned with this matter. Every recreation worker is familiar with the argument, "taxpayer's money." As a matter of fact, barring a small amount of appropriated funds for the payment of a few key personnel, the Far East Command supports its own recreation program through dividends from the Army-Air Force Exchange and motion picture activities. Except for motion pictures, there is no direct charge for equipment, service, supplies, or at any box office. Whatever dollars are used by the United States Government on soldier welfare—of which recreation is a part—are definitely well spent.

"We know," said one Colonel, "that enlisted men who find off-duty activities to their liking at their home units and stations are less likely to be found on the AWOL, venereal, disciplinary lists."

What facilities and what activities are presented? Those that make possible a wide range, leisure-time program in which soldiers participate voluntarily, under the leadership of trained men and women.

The Army-Air Force Exchange

This functions somewhat as a general store, furnishing essentials and some luxuries to the soldier away from home. Profits derived from all sales are combined with the profits of motion picture admissions and provide a fund which supports a

Women Workers!

ALL CLUB RECREATION is under the guidance of women staff members. At present there are 405 workers. Their jobs are so thoroughly satisfying that no one minds the hard work involved. Standards are high. Such adjectives as vivacious, well-bred, intelligent, neat, attractive, imaginative are applied to the recreation personnel. A college background is essential. In addition, the Club Director must have five years recreation experience; the Assistant Director, three years; the Social Hostess, one year. Are YOU interested in a recreation job overseas? If you are, write to Special Services, Department of the Army, Washington, D. C. It is an honor to wear the rainbow patch!

with the S.S.F.E.C.

Erna Carson

welfare and recreation program for United States enlisted men on duty in the Far East Command.

Because of the great difference in size and type of post or station, Exchange Services are based upon local conditions. Some provide basic necessities for men; others supply numerous additional items for feminine workers and dependents, including arts and crafts from the Orient. The Exchange is the one place to shop for American things.

Drugs? Cigarettes? Soap? "Yes, sir."

Shoe laces? Movie camera? Thermos jug? "Have got."

Some items are rationed, and others disappear the day the ship docks. No more sweaters? "Sorry."

One of the most fascinating features of this service is the PX Train which goes to isolated regions in Japan and Korea, equipped with just about everything carried by metropolitan units. These goods are displayed right on the train, and it doesn't take much imagination to visualize the eager reception with which each "PX Special" is greeted.

Tokyo has the largest PX ever established. Just before opening time the waiting line extends around a street corner. At rumors or information about a new shipment, the line extends around two corners. You may buy writing paper, golf equipment, clothing, hamburgers; have your watch, shoes or radio repaired. You may have a steak dinner in the restaurant or an ice cream soda in the snack bar. You may take home doughnuts, popcorn, a three layer birthday cake. All this, 8,000 miles from the base of supply. Shall we drop in for a cup of coffee?

Women staff members in charge of recreation bring color, cheer and a feeling of home to service clubs.

Motion Pictures

On the basis of attendance figures, it is evident that motion pictures are the favorite entertainment of the American soldier. Every effort is made to provide the very best in film fare. Prints of American and British films are flown to overseas theatres as soon as they are released. The soldier sees the pictures as soon or sooner than the people at home. No installation is too remote or too small to receive films. Sixteen millimeter projectors are supplied where thirty-five millimeters are impractical. Films are shown in outdoor theatres, hospital wards, converted barracks, and in local theatres. Profits pay for films and film rights, and support other forms of recreation.

Wherever there are American soldiers, there are motion pictures.

Recreation

Under this heading there are six divisions:

Music—Throughout all Japan soldiers have been singing to the tune of "London Bridge"—

"Mushi, mushi, ano ne, ano ne, ano ne

"Mushi, mushi, ano ne, ah so desu ka?"—

meaning, more or less, "Hello, hello, see here, is that so?" Recently, at a song fest, someone gave the second verse, names of persons and places—

"Mitsukoshi, Nihonbashi, Kamakura, Karuizawa

"Mitsubishi, Akakura, Hi Ho, Texas!"

That's one phase of the music program—informal singing—with or without great harmony, but always with great enthusiasm. The national anthem is a part of most such gatherings, and those persons who have never heard it sung by a group of young American soldiers away from their home country have missed a stirring experience. The boys are urged to sing special Army songs for esprit de corps, state songs for local pride, folk songs as a reminder of their heritage, popular songs just for fun. Not many song fests go by without cowboy songs, and it's mighty hard, pardner, to be homesick while harmonizing "Get Along, Little Dogies, Get Along." This informal singing frequently leads to the organization of outstanding quartets and choral groups.

Record rooms are available where jazz and classics may be played. There is every opportunity to hear violin, harp, voice, or symphony concerts by leading Oriental or European artists.

Musical instruments may be borrowed, and music lessons are popular. Here's an interesting point—one boy borrows a clarinet; his pal says, "I guess I'll play something, too." He does, and before long, there's a band. Not only do the boys play for their own amusement, but they play at military functions, sports rallies, entertainments. Two bands met a shipload of dependents at Yokohama. As the ship came near, the rail lined with wives and children of military personnel, one band played, "Happy Days Are Here Again." On the last note the other band started, "I Can't Give You Anything but Love, Baby." A small touch of humor, but it brought shouts of laughter and created an atmosphere of welcome.

Athletics and Sports—Maximum participation is the aim of this group—plus a wide choice of sports. In Japan, there's a baseball game at Stateside Park; a field day at Penicillen Field; a football game in the Nile Kinnick Stadium. In the Philippines, there is boxing, wrestling, fencing; at Guam, archery and tennis; in Korea, all day fishing trips; on Okinawa, badminton and boat trips. These activities, and many others, do much to eliminate aimless, lonely hours for young soldiers in the Far East.

There is no charge for spectators, and they inject a bit of home into each affair. As the announcer states, "At bat, Bill Hansen of Fairfield, Nebraska," the band plays, "There Is No Place Like Nebraska," and, in between popcorn and cokes, the crowd cheers lustily.

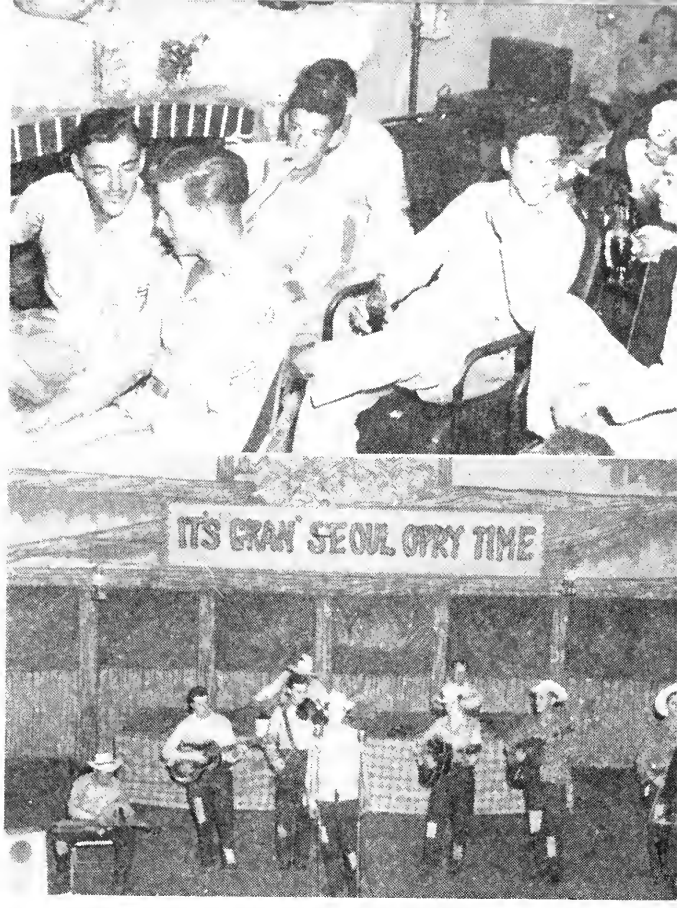
A certain amount of competition among the various organizations is inevitable, and sports are further stimulated by sports rallies and banquets for the winning team. Complete equipment for all sports is provided. High on the list of popular sports events are the tournaments. These start at the lowest echelon and end with the Far East Command. Champions then have an opportunity to compete in world-wide events.

Drama—Stage productions, advertised usually as Soldier Shows, comprise everything from amateur talent nights to "colossal, stupendous, mammoth" productions. Civilian Actress Technicians (affectionately known as Cats) are employed to portray feminine roles and to assist in producing the shows. Musicals such as the "Mikado," "An ABC to the USA," "Tico-Tico," "Showtime" and "On the Midway" have been produced and have toured throughout the Far East Command. You should have seen the beautiful productions of "A Christmas Carol," "Easter Show" and "Home Country" which have been shown on the giant stage of Tokyo's Ernie Pyle Theatre. By arrangement with dramatics agents in the United States, permission is given to present copyrighted material by paying a token royalty fee. Currently in production are "State of the Union," "John Loves Mary," "Born Yesterday," "Joan of Lorraine," and others. This live entertainment program is designed to provide both participation and spectator interest—with emphasis on participation—as an element of the well-rounded cultural program being offered the soldier by the new Army.

Libraries—Libraries in the Far East Command are as modern and efficient as those back in the United States. A soldier has access to a well-balanced selection of reading material, including magazines, newspapers, reference books, maps, pamphlets. He may sit in a comfortable library chair or take the material home.

All libraries are operated or supervised by trained Army-Air Force librarians. Units too small for a full library receive small collections of books for short periods of time. Attendance at the

Pfc Thomas Hanratty, Pasco, Washington, Philippine Iron Man pitcher, led team to softball championship.



Live entertainment programs, as above, are designed to provide both participation and spectator interest.

Staff Hostess Katharine Donaldson greets new arrivals. Major Ernest Layman Jr., Service Clubs officer.

The recreation program for off-duty hours is widely diversified and typical of the American way of life.

Ernie Pyle Library in Tokyo, during one month, was 16,834. That includes those who went there to read, to use the music room, to take out books. Of the books taken out during that time, 2,956 were fiction; 5,627 were non-fiction.

Arts and Crafts—"What's your hobby?" "Microscopy."

The director blinks, but adds it to the list. It is, of course, impractical to have a class in every hobby, but even those interested in collecting "girls who answer when I say 'hello'" will find inspiration and information in the Hobby Group.

Map making, collecting things related to the military, Oriental woodcarving—the list of hobbies is as limitless as the educational possibilities. Left alone, these interests may be lost. Properly organized and stimulated, they will provide challenging fun now and in later years—and maybe a little money, too.

There's nothing like friendly rivalry. The announcement of a contest always brings increased activity. Supervised by skilled personnel (many of them enlisted men), the service men produce sketches, model airplanes, photographs. They also repair toys for neglected children, and make furniture for the club room, original Christmas cards, stage equipment, landscape designs for the camp. The Hobby Group's plan is to develop progressively in knowledge, technique, and skill.

Service Clubs—A new soldier has just arrived. His first day's work has ended. What shall he do? One hundred and twenty-two Service Clubs throughout the Far East Command give the answer, and when about 400,000 weekly visits are made to these clubs, that answer must be satisfactory.

The millionaire has his Town and Country Club. The enlisted man goes to the Alligator Rendezvous in Guam, the Rumor Roost in Korea, the '57 Club in the Philippines, Club Ichiban in Japan, the Orient in Okinawa. And why does he go? For a program that encompasses all phases of Special Services, and a few silver patches thrown in.

The general plan of the club is to serve as a community center, to provide relaxation, entertainment, instruction for all enlisted personnel in all branches of the United States Army. In 1946, the American Red Cross Club in Korea became a Service Club operated by the Army. This represented a return to peacetime living and, since then, all clubs have been taken over by the Army, and new ones added, in rapid succession. Do the soldiers want them? They certainly do! In Yokohama 5,000 enlisted men crowded into the lounge at a formal club opening.

Very few buildings have been constructed especially for Service Clubs. The Sugamo Prison Club in Tokyo is in a quonset hut; the Hour Glass Club in Korea is a large Japanese building; other clubs use barracks, mess halls, and parts of existing buildings. Wherever they are, the feminine touch has been introduced and there is color, cheer, and a feeling of home. The men in isolated spots are remembered, too. Hostesses of mobile clubs drive to outlying areas over 150 to 200 miles of rough roads—through rain, dust, snow—to bring their program of games, handcraft, dances and fun.

The club program is diversified. In addition to such routine things as table games, reading, letter writing, quiz parties, Sunday morning breakfasts, and Sunday night salad suppers, there are the more special events, such as hunting, skating, skiing, horseback riding, fishing, sailing, boat and train trips. There are also the larger social affairs —dances, dramatic productions, photography contests, hill billy bands—good enough to play anywhere—picnics, Dagwood nights which include icebox raids, and baby shows.

Service Clubs provide foreign culture through such events as Okinawan dances, Korean tumbling, Philippine Flower Festival, Japanese Tea Ceremony. They give parties for orphans, blind and crippled children. They cooperate with chaplains, radio stations, the Red Cross, the Information and Education Section of CINCFE.

And so, SPECIAL SERVICES FAR EAST COMMAND progresses. New bowling alleys, new books, a new stadium, fifty-five rest hotels which offer hot springs, shrines, Japanese Alps, the Japan Sea —all these offer a remarkably worthwhile program for the enlisted man.

Lest there be any misunderstanding, the men are *not* here for recreation. An adequate recreation program for off-duty hours is conducted *because* the men are here. It is the good American way of life.

Two Bills Introduced

Identical bills have been introduced into the Senate and the House of Representatives of the Congress of the United States embodying proposals for the establishment of federal recreation services in the Federal Security Agency.

Recreation in Conferences

Professional recreation workers discuss the importance of carefully planned recreation as an integral part of any and every conference or convention.

Harry D. Edgren and Ned Linegar

"YES, WE'LL HAVE conference recreation again this year. We might even hire or secure a specialist in recreation, or maybe, on second thought, that athlete we know would do the job, or that 'peppy' girl from the next town would be a good person to head up that phase of the conference program."

For years, recreation in a conference has been an afterthought. After the conference planning committee has selected the headline speakers, chosen the theme, selected the worship committee, developed discussion groups, and maybe even worked out a cooperative work program, the members of the planning committee stop short. They have forgotten recreation. Then some members of the committee may say, "There ought to be some time to relax but, of course, we won't have much time for that; but maybe we should give an afternoon during the conference, or a small period every day, for individuals to do just whatever they want to do." For the typical kind of conference program the authors have observed throughout the country, almost any person could give leadership. The recreation program has consisted, usually, of a ball game, a few athletic tournaments, and an arrangement for lifeguards for the swimming areas.

Now some conferences have wanted to move a little beyond this, and they're convinced that they ought to hire a recreation specialist. He is usually told to report the day the conference opens and to bring with him his bag of tricks, which might include some song leading and a few country dances "if we have time." He comes "cold" to the conference, makes his plans, sets up his recreation room, and is neither integrated into the flow of the conference program nor recognized for his distinctive function as a guide to group life.

It used to be that worship was a professional function, that meditation had to be directed by the highly-schooled divine. Recently it has been recognized that all can help in the process of group worship in a conference or meeting. A committee now plans the worship. However, in conference recreation, many are still in the stage of the "professional." Only *he* can direct recreation. It is our conviction, however, that recreation can be planned similar to worship, to the discussion, or to the town meeting. The conference recreation leader should be a guide and counsellor to the conference committee concerned with this matter. The chairman of this committee should be on the steering group of the conference. The delegates should express their own creative concerns in this area, too.

The kind of recreation we are talking about is *essential* to a good conference. Conference objectives are more likely to be realized when there is relaxation rather than tension in the conference attendance, when a real group feeling is developed, when those who have come early develop an "at-homeness" and a sense of belonging. Where can a finer group spirit be developed than in the singing of American and other-land folk songs; or morale better developed than in a folk and country dance period with all participating, regardless of age or color? Where can a feeling of friendliness be better developed than in laughing together at dramatic skits developed by and for the conference delegates themselves? All these recreation activities bring much to a conference if leaders are willing to give time, attention and energy to the development of fine programs.

Unfortunately, even though some leaders say, "Yes, these things are all important," time and again they will permit a discussion group or a speech to move over into the time allocated for recreation without any feeling of intrusion. They say, "Isn't the essential of recreation 'free choice'?" Yes, it is, but if recreation really matches its opportunity, then it makes a contribution to the whole conference only if the entire conference of dele-

gates, as well as speakers and leaders, are in attendance at these events.

Therefore, we feel that conference leaders should consider *two* kinds of recreation in the conference. First, the free choice recreation period, where many opportunities are provided for individuals to participate or just do nothing, if they prefer the latter. These should include opportunities for some crafts experience, folk and country dances, some chance to swim, fish, play tennis, horseshoes, or just to sit and converse with friends. This period should be guarded and prevented from interruption by called meetings of committees, and the like.

However, the real values of good recreation for the total conference can only be achieved if time is given, during the session, for experiences in mass participation in singing, dancing, dramatics, grand marches and the like. These should be given a name other than recreation. Call one "Program on the Hill," or "Program in the Auditorium or Assembly Hall" or "On the Lawn"—the suggestion being that this is not free choice, but part of the conference program, just as is the discussion or lecture. Natural periods for this creative recreation are the usual evening hours after the platform period, mealtimes, and between hour-after-hour long lectures and discussions. Thus recreation becomes integrated into the program and conferees can be prepared for the next serious hour.

Conference leaders need to recognize those spots during the entire day when some things, which appear spontaneous to the crowd, happen only because an alert recreation committee and an effective professional leader may have said, "Let's insert something of a recreational nature here with the objective of relaxation, variety, or stimulation, or anything that we think could and should happen through activities." All of these activities contribute to a more balanced conference program, and delegates are more prepared, both physically and psychologically, to go into the next meeting.

Conference leaders need to be convinced that such recreation really demands professional leadership for, if well done, it means the growth of individuals, the social adjustment and acquaintance of persons, and a development of a group "we" feeling. This kind of a program needs the thought and the participation of many of the conference leaders to make sure that individual delegates are not only accepted, but that certain groups are made to feel that they are wanted. This is "recreation at its best."

Let's not make the mistake of thinking of this type of recreation as planned, as against the free choice recreation. Planned recreation suggests formality and being pushed into doing something that nobody wants to do. Our idea of an ideal conference recreation program would include the following: A free choice recreation opportunity period for individuals daily; opportunity for small groups to develop programs of their own choosing. With good leadership available, these might include the country dance groups, conversational groups, music appreciation groups, or small parties developed by small groups, where individual recognition and friendships can be made; presentation of the recreation activities which will call forth sociability, world brotherhood, conference morale and group spirit.

These kinds of extras form the embroidery, the atmosphere, the setting in which many fine things will happen to those in attendance. This addition augments and supplements the conference program. Why not give it a try this year?

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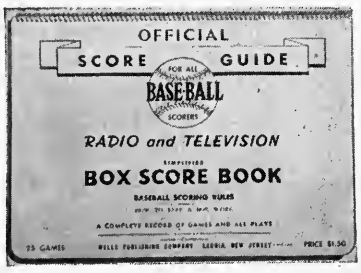

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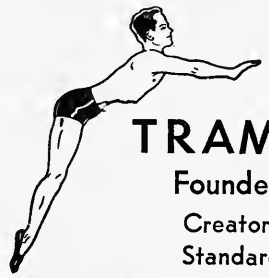

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World at Play

When Fish Are Biting—"Say, pop, howsa about takin' me fishin'?" will soon be forgotten words in Chicago. With the cooperation of the state conservation department, 15,000 bass, bluegills, crappies and bull heads have been delivered, so far, to six Park District lagoons so that the small fry of the city may go fishing practically in their own backyards.

Formerly, Chicago Park District ordinances prohibited fishing by minors, but now, recognizing their need to be able to enjoy the sport in safety, clearly marked fishing areas have been established in each of the parks for boys and girls under eighteen years of age. All of these activities are to be guided through the Chicago Park District Junior Fishing Clubs—with the over-all idea of providing recreation and teaching conservation.

●

Busy Season—"Play-at-home New Yorkers and out-of-town tourists"—101,804,000 of them—visited the city's parks and playgrounds in 1948. Almost half of the recreation seekers—48,572,000—were attracted to the department-operated beaches and pools, and 5,000 youngsters were taught in the learn-to-swim campaign. The nostalgic appeal of concerts in parks drew 500,000 listeners, while outdoor dancing afforded recreation for 1,165,000 persons. Other highlights of the summer season were marbles, golf and tennis tournaments in which 13,000 competitors participated before 93,000 spectators, and the children's dance festivals in which 2,600 young girls performed folk and novelty dances in colorful costumes they made themselves.

Outdoor park facilities for winter sports attracted 1,261,000 persons, while indoors, 4,803,000 youngsters played basketball in swimming pool buildings converted temporarily into recreation centers. More than 1,000,000 persons used the ten municipal golf courses and the 508 tennis courts, and 4,726,000 youngsters played at the 151 baseball and 309 softball diamonds maintained by the Park Department in the five boroughs. Another 750,000 persons found recreation pitching horseshoes, at archery, lawn bowling or on bicycle paths.

●

Salute!—During March, the birthday month of the Camp Fire Girls, more than 360,000 girls between the ages of seven and eighteen will "see, do and tell" democracy. They have chosen the theme "Make Mine Democracy" for their 1949 national project and plan to carry out this idea through many channels. The girls will share democracy by helping new citizens to feel at home in their community; by bringing gifts of cheer to hospitalized persons; by sending letters and gifts to pen pals overseas.

●

Art Salute to the Navy—A vivid chronicle of naval men of action and their heroic deeds, as recorded in art from the days of the Revolution to the present, was exhibited October 22 to December 5 at the Metropolitan Museum of Art in New York City. The historic events and personalities included were illustrated by prints, paintings or models and, in some instances, by both prints and paintings. Among the many reminders of the American heritage of courage and spirit were portraits of Commodores John Paul Jones, Oliver Hazard Perry and Admiral Marc A. Mitcher; paintings of the battles of "Old Ironsides" and the combat between the Bonhomme Richard and the Serapis in 1779; and the complicated aspects of the sea warfare of World War II, illustrated in detail by official naval combat artists who, in most cases, were actually at the scenes depicted.

Churchill Paints

WINSTON CHURCHILL TOOK up painting as an outlet for worry, he says in a new book, "Painting as a Pastime," published recently. Critics have hailed the thin volume of two essays as an example of Mr. Churchill's writing at its best, and have reported that it contains much worthy advice on the use of leisure time.

Mr. Churchill did not begin painting until he was forty, but became expert enough to have some of his work hung in the Royal Academy's annual exhibition of outstanding new work.

Relief from Anxiety

In 1915, when he was relieved of day-to-day duties as head of the Admiralty, but continued as a member of the war cabinet, he says that he had "long hours of utterly unwonted leisure in which to contemplate the frightful unfolding of the war.

"I had great anxiety and no means of relieving it. Then it was that the muse of painting came to my rescue . . ."

After a day's experiments with a child's paint box, he bought a full outfit for oil painting. The stretch of canvas daunted him. "My hand seemed arrested by a silent veto," he states.

But the sky was pale blue, "a starting point open to all. So very gingerly I mixed a little blue paint on the palette with a very small brush and then, with infinite precaution, made a mark about as big as a bean upon the affronted snow white shield." This timidity was far from the usual Churchillian attack.

Conquest of the Canvas

A woman friend, Lady John Lavery, gifted as an artist, drove up and seized a big brush from the affrighted beginner. She proceeded, Mr. Churchill recalls, "to splash into the turpentine, wallop into the blue and the white, put frantic flourishes on the palette—clean no longer—and then paint several large, fierce strokes and slashes of blue on the absolutely cowering canvas.

"The spell was broken . . . I seized the largest brush and fell upon my victim with beserk fury. I have never felt any awe of a canvas since. . . ."

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Dr. J. Horace McFarland

DR. J. HORACE MCFARLAND, leading citizen of Harrisburg, Pennsylvania, died on October 2, 1948, in his ninetieth year. In him the recreation movement lost one of its staunchest and most devoted friends. Even before the founding of the Playground Association of America—now the National Recreation Association—as far back as 1902, Dr. McFarland was working for the playground movement.

In 1904 he founded the American Civic Association, later known as the American Planning and Civic Association, and for twenty years served as its president. He continued active on its board until his death. From 1905 to 1913 he served as a member of the Harrisburg Park Commission, under which the local playground program operated.

For seventy years Dr. McFarland earned his living as a printer. He was a connoisseur of the art of fine printing, his interests and activity extending far beyond his profession.

His interests in beauty, art, music, civic improvement, horticulture, good printing were intertwined through all his life. His top hobby was flowers. Anyone who has planned a planting of roses during the past few decades has come to know Dr. McFarland's position of leadership in the world of roses. He had 800 varieties of them in his own garden. He edited the *American Rose Annual* for twenty-seven years, and the *American Rose Magazine* for nine years. The wall panels on his printing establishment portrayed the beauty of many flowers in natural color. He enjoyed photography as a means of sharing horticultural beauty, and used it in his travels over the country to show to civic improvement audiences.

Dr. McFarland was a keen promoter in the field of conservation of natural scenery. He was the leading spirit in the fight which brought about the internationalization of authority over Niagara Falls and measurable control of the diversion of its waters, thus conserving for posterity its scenic splendor. He was the persistent crusader who, with others, took the lead in promoting the idea that culminated, in 1916, in the formation of the National Park Service in our federal government.

Another great nation-wide movement in which he took the lead was roadside development, through which the appearance of countless highways over the country was enhanced by the removal of unsightly billboards and other advertising matter.

Loving beauty as he did, it is not surprising that Dr. McFarland was active in the fields of music and art. He was a talented musician and his ever-present desire to share all good things with many people found expression in his heading up of the Harrisburg Music Foundation and of the Pennsylvania State Art Commission.

He found time, too, to serve the National Recreation Association as a volunteer for nearly a quarter of a century, gladly helping each year to secure contributions from friends of the movement in Harrisburg and Pennsylvania. Though not a man of great wealth, he and the late Mrs. McFarland sent personal gifts for the Association's work for many years. One time, in writing about his volunteer service, he said: "When the organization is as clear and clean and capable as yours, it is a double pleasure to do my double best. Then there is another advantage. I enjoy making people give. Most of them don't do enough of it, and it is for their eternal benefit to give them national contact and to take them out of themselves and into the great field of human betterment."

Whenever a representative of the National Recreation Association called at his office, Dr. McFarland would always relax and give unhurriedly of his time. His humble attitude always fitted the words he used after the honorary degree of Doctor of Humane Letters had been conferred upon him by Dickinson College: "I wish I could have really done more that was worthwhile."

State News Notes

THE TENNESSEE Inter-Departmental Committee on Recreation has completed arrangements for sponsoring a series of nine one-day conferences, in as many cities, to enable city officials and community leaders to discuss ways and means of developing and improving local recreation programs. These conferences, between March 7 and 22, are not conferences for recreation workers but rather for those, particularly board members, who are responsible for formulating policies, securing funds and planning for the development of recreation programs. Training institutes for workers are being planned by the Committee, but will be announced later. The following member agencies of the Committee will play major roles in the conferences: Division of State Parks, Department of Education, University of Tennessee. The Tennessee Valley Authority and the National Recreation Association will also cooperate. Further information can be secured from B. R. Allison, Chairman of the Committee, 303 State Office Building, Nashville, Tennessee.

* * *

THE MASSACHUSETTS LEGISLATURE, in 1948, created a Youth Service Board. In addition to serving as the correctional agency of the Commonwealth in handling all wayward and delinquent children, the board will have the responsibility of developing constructive programs to reduce and prevent delinquency and crime among youth. The board is directed "to assist local authorities of any county or municipality, when so requested by the governing body thereof, in strengthening and coordinating its educational, welfare, health and recreational programs which have as their object service to youth."

* * *

ACCORDING TO THE latest report seen, fifty-three of the sixty-one cities in New York State are now receiving state aid from the New York State Youth Commission in financing their local recreation programs. Altogether 603 approved projects were in operation January 1, 1949, in counties, towns, villages and cities. Since January 1, 1946, New York State has reimbursed these municipalities with more than two million dollars in state aid for recreation services.

* * *

THE BOARD OF CONTROL of the University of Florida has approved the sponsorship by the University extension division, of which Dr. B. C. Riley is Dean, of a series of thirteen one-week recreation leadership training courses throughout the state. Arrangements are now underway to work out final details for the courses, which are being conducted by National Recreation Association training specialists. Under Dean Riley's direction, a similar program was developed last year, through which fourteen three-day training programs were conducted, in as many cities, by Mrs. Anne Livingston of the Association staff.

Other state agencies which sponsored training programs during 1948, that members of the Association staff conducted, were the Alabama, Maryland and Virginia Departments of Education, Vermont Recreation Board, Florida State University, Washington State College and Florida A. and M. College.

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Theodore Wirth

THEODORE WIRTH died at La Jolla, California, on January 29, 1949, at the age of eighty-five.

For years Mr. Wirth had been an outstanding leader in park and recreation circles. He thought in terms of people—of what parks can do for people. Ten years he served in charge of the parks in Hartford, Connecticut; thirty years as head of the Minneapolis parks. He started his service in Minneapolis by tearing down the fences that surrounded the park turf areas. He put up signs reading: "Please Walk on the Grass," to emphasize his conviction that parks are to be used.

Mr. Wirth saw clearly the place of beauty in human life, and he maintained places of great beauty as public parks, but he left a place for active recreation, and he was a leader in recreation as well as parks.

The country greatly needed the kind of outstanding statesmanship he brought to parks and to recreation in general. All of us who knew him not only held him in high esteem but had deep affection for him.

Not only did Theodore Wirth contribute to parks directly, but also through two of his sons, who have continued active in the park movement. Walter L. Wirth is Assistant Director of the Pennsylvania State Park system, and Conrad L. Wirth is well-known for his leadership as Chief of Lands, National Park Service.

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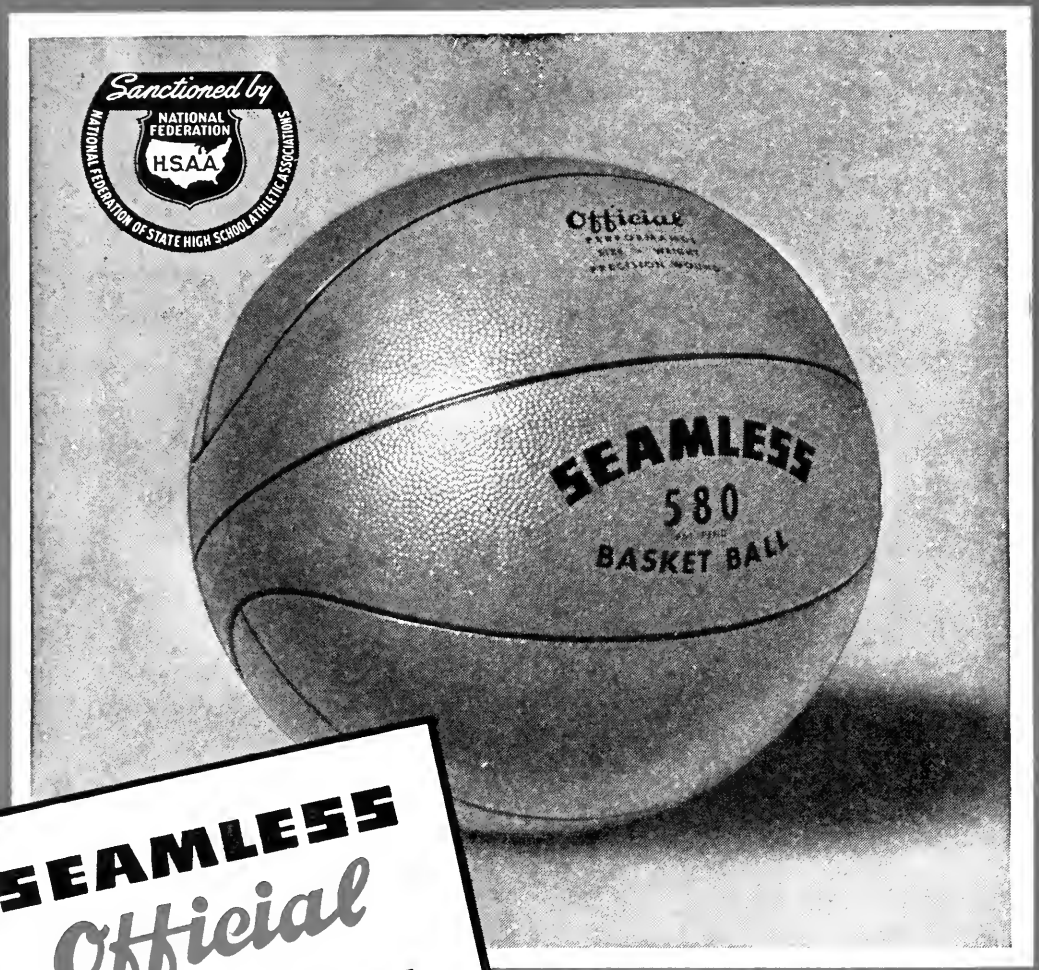

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Recreation Suggestion Box

"Building for Citizenship"

NATIONAL BOYS AND GIRLS WEEK marks its twenty-ninth annual observance from April 30 to May 7 this year. Once again plans should be made so that the celebration draws the attention of the public to the potentialities and problems of youth, emphasizing the importance of the home, church, and school in the proper development of boys and girls. At the same time, it should give impetus to year-round programs of character-building and citizenship, and acquaint the public with the youth organizations of the community which are serving these purposes.

Copies of the 1949 Boys and Girls Week poster, which outlines plans for the observance, and of the Manual of Suggestions, which gives in greater detail suggestions for carrying out the program, may be obtained free upon request. Write to the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1, Illinois.

Pacify Parkers

PERHAPS AUTOMOBILE OWNERS in your town wouldn't object so strenuously to parking charges if the idea started in Bellows Falls, Vermont, could be put into effect. There it was suggested that the net profit from parking meters should be directed towards the development of community recreation facilities.

Everyone Plays!

A RECENT ADDITION to playtime activity is the new Batting Tee, conceived and designed to pack several hours of fun into a normal forty-five minute play period. Youngsters simply set a softball atop the soft rubber tip of the tee, take aim, swing with all their might, and the ball is in play, allowing more hitting, fielding and base running, and eliminating the great waste of play time usually lost in trying to get the ball over the plate. If the boys miss, the flexible rubber neck absorbs the shock. Sturdily constructed, adjustable from twenty-one to thirty-nine inch heights, and fun to use, the Batting Tee—produced by the Voit Rubber Corporation—makes it possible for four or five times more youngsters to bat each play period.

Films with Ideas

TWO MORE FILMS on recreation have been produced by the National Film Board of Canada, in cooperation with the Division of Physical Fitness. "When All the People Play" tells the story of a rural district that "came alive," under the stimulus of a community recreation program. Annapolis Royal, Nova Scotia, is the center of a project in planned recreation embracing a district of 200 square miles. The film shows the scheme gathering speed and scope, from the formation of the first committee, through the acquisition and renovation of property, and the training of district young people as leaders, to a variety of activities extending from a woman's softball team to the formation of a regional library.

The other new release, also a black and white sound film, is called "Fitness Is a Family Affair." It pictures two contrasting families in the same neighborhood—one which has no sense of unity; the other which works together, sharing the business and pleasure of living. The cooperative ideas of the latter prove infectious and spread through the district until the first family is persuaded to try them also. Together, people of the neighborhood discover new kinds of fun and recreation, beginning with a game-room, a workshop, a handcraft group. A community spirit spontaneously comes to life.

Prints of these films may be obtained from the National Film Board of Canada, 620 Fifth Avenue, New York City.

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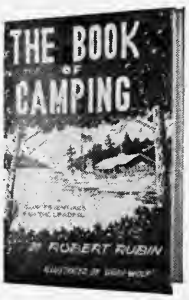

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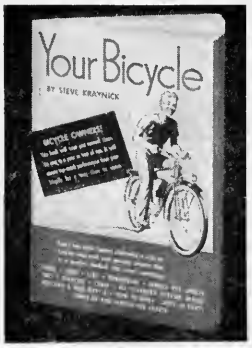
Committee Appointed

IN ACCORDANCE WITH a request of local recreation executives and others present at the special meeting on Recreation and Infantile Paralysis held at the Omaha Recreation Congress, the National Recreation Association has appointed a committee to study this problem and to prepare a report for the use of local recreation executives in cities where the recreation program has had the incidence of infantile paralysis. The members of the committee are:

Chairman, C. R. Wood, Director, Department of Public Recreation, City Hall, Durham, North Carolina; Sam Bason, Director of Recreation, Milwaukee County Park Department, Room 308, Court House, Milwaukee, Wisconsin; Charles T. Byrnes, Superintendent of Recreation, 1601 West Main Street, Evanston, Illinois; Lee Calland, Director of Recreation, Balboa Park, San Diego, California; A. E. Genter, Director of Recreation, 325 Locust Street, Akron, Ohio; Arthur H. Jones, Director of Recreation, Park and Recreation Commission, City Hall, Charlotte, North Carolina; William Keeling, Superintendent of Recreation, City Hall, Dallas, Texas; K. B. Raymond, Director of Recreation, Board of Parks Commissioners, 325 City Hall, Minneapolis, Minnesota; George T. Sargisson, Executive Director, Recreation Promotion and Service, Incorporated, 101 West Fourteenth Street, Wilmington 41, Delaware.

The committee is fortunate in having Dr. Haven Emerson, representing the American Public Health Association, and Dr. Hart E. Van Riper, Medical Director, the National Foundation for Infantile Paralysis, as consultants.



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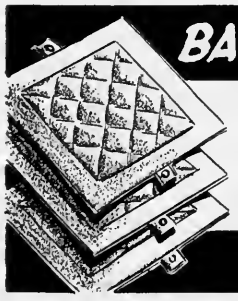

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WORD HAS COME of the death of eighty-four-year-old H. H. Jacobs of Milwaukee, Wisconsin. An outstanding early pioneer in the recreation movement, he had played a very real part in the establishment of his city's recreation system, and stood loyally behind the program as it developed.

Mr. Jacobs had also been an honorary member of the National Recreation Association, and gave many years of service to the national recreation movement. As far back as November 1926, Howard Braucher acknowledged his contributions in a letter stating: ". . . After all, the recreation movement is a great team undertaking, and you are one of the team. We have a little more courage for all our tasks because of the extremely loyal support you have always given. A great many more constructive things for good would be done in this world if there were more men like yourself."

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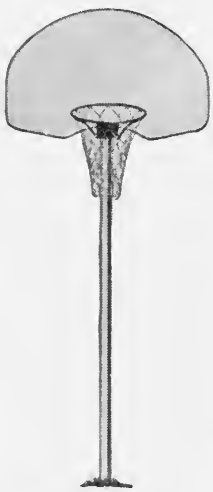

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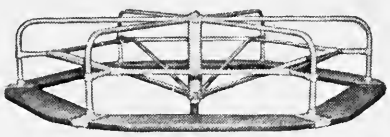

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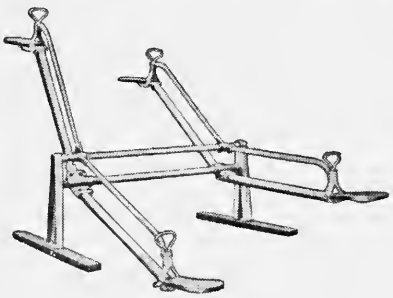

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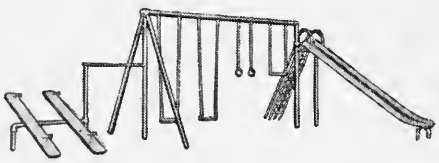

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Recreation Administration in New Mexico, Dorothy I. Cline and K. Peterson Rose. Division of Research of the Department of Government, University of New Mexico, Albuquerque. $.50.

Public Recreation in Alabama. Alabama State Planning Board, Montgomery.

Scholastic Coach, November 1948
Gymnasium Lighting, C. J. Allen and R. E. Holmes.

Camping Magazine, November 1948
Special Theme—Books: A Major Tool of Camp Direction.

Safety Education, December 1948
Regulations of Motor Scooters, Ross G. Wilcox.
Stumbling and Tumbling, Hartley D. Price.
Kindergarten Through Third Grade—Annual Accident Summary, Jennie Spadafora.

Parks and Recreation, November 1948
Progress in Park Design During the Last Fifty Years, Sidney N. Shurcliff.
State Parks As Community Resources for Education and Recreation, Ernest V. Blohm.
Municipal and State Parks of Connecticut.
Maintenance Mart.

American City, November 1948
Practical Christmas Lighting, Harry K. Trend and Paul Hildebrand.
Private Corporation Serves as Community's Government, Ralph Crossman.
As Was—And As Is—(Ocean Beach Park, New London, Connecticut).

Authors in This Issue...

Sidi Hessel—Director of her own dance studio, she also teaches modern dance in the Ringoes, Pennington, Princeton and Trenton, New Jersey schools; is a volunteer children's worker. Article—page 534.

Gertrude Flippen—Coordinator of Youth Activities, Department of Recreation and Parks, Richmond, Virginia. Article—page 540.

Alice Van Landingham—Graduate of National Recreation School, training specialist in playground and rural recreation, she works with the NRA upon occasion. Article—page 543.

Doris R. Worrell—Supervisor, Youth Services Section, Elementary Education Division, Los Angeles City School District. Article—page 545.

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Erna Carson—Now living in Japan, former NRA staff member. Article—page 550.

Harry D. Edgren—Professor of Recreation, George Williams College, Chicago. Ned Linegar—YMCA Secretary, Lawrence, Kansas. Article—page 555.

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New Publications

Covering the Leisure Time Field

Community Organization for Recreation

Gerald B. Fitzgerald. A. S. Barnes and Company, New York. $4.00.

THE AUTHOR BASES his treatment of community organization and coordination of recreation on the three basic assumptions that the acceptance of public responsibility for a recreation service is fundamental to good community organization for recreation; that private agencies and voluntary groups are essential community recreation resources; and that laymen must have a place in recreation planning in the community. In addition to discussing the principles of community organization, the volume reviews various methods used, covers the part which moneys play, includes the local organization of public recreation authorities, and discusses leadership in public and private programs.

Professor Fitzgerald emphasizes the importance of recreation as one of the basic human needs and the part which many agencies must play if adequacy of service is to be achieved, pointing out the necessity of community-wide coordination and cooperation. He also places stress on local responsibility for local organization and points out that organizational forms must vary with local conditions. *Community Organization for Recreation* can be of real value to training institutions and to practitioners in the field.

Tracks and Trailcraft

Ellsworth Jaeger. The Macmillan Company, New York. $3.95.

CAMPERS, NATURALISTS, recreation leaders will find that Mr. Jaeger, Curator of Education at the Buffalo Museum of Science, has made his new book an exciting adventure. There is a fascination about outdoor sleuthing which he somehow has managed to convey to the reader, while presenting a wealth of track and trailcraft lore. He writes, "Tracks may take us back to the earth's beginnings, or give us a complete autobiography of a living animal from day to day"; and in the opening chapter he delves into the fossil remains of remote ages to uncover the petrified tracks of many extinct forms of life. Hundreds of tracks—from back-yard to forest and jungle—are illustrated with clear pen and ink sketches. A whole chapter is devoted to various methods of reproducing tracks and keeping a track notebook, while another presents a variety of tracking games wonderful for camp, or for a day's outing. Anyone interested in tracking cannot afford to miss this one!

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	Reno, Nevada March 14-18	W. C. Higgins, Superintendent of Recreation, 303 S. Center Street.
	Oakland, California March 21-25	Robert W. Crawford, Superintendent of Recreation, Municipal Auditorium, 21 Twelfth Street.
	San Diego, California March 28-April 1	Jack Hoxsey, Assistant Superintendent of Recreation, Administration Building, Balboa Park.
	Albuquerque, New Mexico April 4-8	Charles Renfro, Director of Recreation, 221 West Lead Avenue.
	Minneapolis, Minnesota April 25-27	Mrs. Alice Dietz, Assistant Director of Recreation, Board of Park Commissioners, 325 City Hall.
	St. Paul, Minnesota April 28, 29	Frank C. Kammerlohr, Secretary, Greater Saint Paul Leisure Time Activities Council, 400 Wilder Building.
RUTH EHLERS Social Recreation	St. Augustine, Florida March 8-12	Dean B. C. Riley, Extension Division, University of Florida, Gainesville, Florida.
	York, Pennsylvania March 21, 22	Miss Mary H. Howard, Superintendent, York Recreation Commission, City Hall.
	Memphis, Tennessee March 28-April 1	Mrs. Ruth Bush, Superintendent of Recreation, Memphis Park Commission, Fair Grounds.
	Maryland April 4-8	Miss Ethel E. Sammis, Assistant Superintendent of Physical Education and Recreation, State Department of Education, Lexington Building, Baltimore.
	Winchester, Virginia April 18-22	C. A. Hobert, Chairman, Recreation Department.
	Frankfort, Kentucky April 25-29	Alfred Elliott, Director of Recreation, Frankfort Playground and Recreation Board.
ANNE LIVINGSTON Social Recreation	Daytona Beach, Florida March 7-11	Dean B. C. Riley, Extension Division, University of Florida, Gainesville, Florida.
	Billings, Montana March 21-25	Walter Zimmerman, City Recreation Director, City Hall.
	Great Falls, Montana April 4-8	Kenneth Fowell, Director of Public Recreation, Washington School Building, Tenth and First Avenue.
	Yakima, Washington April 11-15	Ed Putnam, Superintendent of Parks and Recreation, Metropolitan Park District, P. O. Box 171.
	Moscow, Idaho April 18-22	Leon Green, Coordinator of City Recreation, University of Idaho.
	Spokane, Washington April 25-29	S. G. Witter, Director of Recreation, 504 City Hall.
GRACE WALKER Creative Recreation	Tuscaloosa, Alabama March 7-18	S. W. Washington, Jr., Tuscaloosa Community Center, 3005 Fifteenth Street.
	Chattanooga, Tennessee March 21-April 1	J. Edward Hargraves, Recreation Director, Department of Public Utilities, Grounds and Buildings.
	Rustburg, Virginia April 4-8	Miss Fay Moorman, Campbell County School Board.
	Lancaster, Pennsylvania April 18-22	Mrs. Harland D. Fague, Lancaster Council of Church Women, 443 S. Queen Street.
	Alexandria, Virginia April 25-29	Everett Johnson, Recreation Supervisor, 1005 Pendleton Street.
FRANK STAPLES Arts and Crafts	Boston, Massachusetts February 28-March 11	Alvin G. Kenney, Director, Community Recreation Service of Boston, Incorporated, Room 202, 739 Boylston Street.
	Wilson, North Carolina March 14-25	Thomas O. Miller, Director, Department of Recreation and Parks.
	Staunton, Virginia March 31-April 2	Dr. Harold K. Jack, Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education, Richmond 16, Virginia.
	Morganton, North Carolina April 25-29	Charles Stapleton, Superintendent of Recreation, Department of Recreation.

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